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ABSTRACT

This guide describes common One-Stop Career Center system-building goals and summarizes strategies used by states and local One-Stop sites to further each goal. Part I, Organizing and Governing One-Stop Systems, has these two chapters: Guiding One-Stop Systems: The State Role; and Building Local Partnerships and Governing One-Stop Systems. Part II, Building the Infrastructure to Support One-Stop Systems, includes these six chapters describing each major infrastructure system needed to support One-Stop operations: Developing Appropriate Physical Facilities; Creating an Effective One-Stop Information Infrastructure; Building Staff Capacity; Financing One-Stop Services; Marketing One-Stop Systems; and Measuring One-Stop Performance and Planning for System Improvements. Part III, Designing and Delivering One-Stop Services, addresses issues related to the essence of the One-Stop system-building initiative--how to improve the responsiveness of public work force development services to customers' needs. Two chapters are Providing Transformed One-Stop Services to Individual Customers and Providing Transformed One-Stop Services to Employers. Attachments comprising over one-half of the guide provide, for each chapter, useful examples of written materials developed by different states to support One-Stop implementation efforts. (YLB)

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SOCIAL POLICY RESEARCH ASSOCIATES

Creating Workforce Development Systems That Work: A Guide for Practitioners

Part I. Organizing and Governing One-Stop Systems

November 1, 1997

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PREFACE

Creating Workforce Development Systems That Work: A Guide for Practitioners has been prepared by Social Policy Research Associates (SPR) to relate the findings and lessons learned from the experiences of the first-round One-Stop Implementation States in a format that will be useful to state and local One-Stop practitioners from systems at different levels of maturity. The guide describes common One-Stop system-building goals and summarizes strategies used by states and local One-Stop sites to further each of these goals.

The practitioners' guide has been prepared in three parts for insertion into loose-leaf binders. At the end of each chapter, we have included a resources section that includes materials developed by practitioners in the early One-Stop implementation states. We encourage readers to add to these resources by collecting and inserting additional materials over time.

Two companion volumes may be of interest to the reader. *Final Report: Creating Workforce Development Systems That Work* summarizes findings from SPR's process evaluation of the initial implementation experiences of the first nine One-Stop implementation states and fourteen local sites within those states. A separately bound *Appendix* to the *Final Report* includes individual case study profiles of the One-Stop implementation experiences of the 9 states and 14 local sites included in the study. Each of these documents is available in electronic format on the USDOL Technology Training Resource Center (TTRC) Web site at http://www.ttrc.doleta.gov.

We would like to express our sincere appreciation to the states and local One-Stop systems and centers that participated in the One-Stop evaluation study. They endured our nearly endless questions, provided useful information, and shared their enthusiasm about the transformations underway in their workforce development systems as well as their frustrations with the difficulties they encountered along the way. We would also like to thank those One-Stop employers and individual customers who participated in on-site focus groups that provided us with information about the customer's perspective on the changes underway.

We also would like to thank the members of the One-Stop Team within the U.S. Department of Labor, whose members in both the national and regional DOL offices have been extremely helpful in supporting and guiding this research and technical

assistance effort. Particular thanks are due to Norm Lance and Dick Ensor for their assistance as Government Officer's Technical Representatives on this effort. We express our thanks and appreciation to Maria Remboulis, who was a key member of the SPR project team during its first year.

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INTRODUCTION

OVERVIEW OF ONE-STOP INITIATIVE

The U.S. Department of Labor (DOL) has undertaken an initiative to promote the transformation of workforce development services into a system of One-Stop Career Centers. The overall objective of the One-Stop initiative is to unify the "patchwork" of fragmented categorical programs into a single workforce development system. Specific objectives of the federal One-Stop initiative include:

- *Universal access.* The design and delivery of core workforce development services universally accessible to all individual and employer customers, regardless of their eligibility for specific categorical programs.
- *Customer choice.* The transformation of the bureaucratic maze of categorical workforce development programs into a customer-driven system that allows job-seeker and employer customers to select services appropriate to their individual needs and interests.
- *Service integration.* The integration of the planning, design, and delivery of services across multiple funding streams and agencies to create a system of services that is seamless from the customer perspective and minimizes duplication of effort.
- *Outcome accountability.* The development of new system-level accountability mechanisms to ensure that the system is driven by efforts to improve outcomes for worker and employer customers.

Although experimentation with One-Stop models has been underway in some states and local areas for over a decade, DOL promoted widespread One-Stop planning and implementation of these systems by awarding a series of One-Stop planning and development and implementation grants to states. By the end of Fiscal Year 1995, the U.S. Department of Labor had awarded 3-year implementation grants to 16 states, 18-month grants for the development of local One-Stop Learning Laboratories to 10 local areas, and 12-month planning and development grants to 27 states to support the creation of interagency partnerships and plans for One-Stop career center systems.

The One-Stop Career Center initiative is continuing to expand, both within existing implementation states—as local partnerships start up additional One-Stop career centers—and through the designation of new implementation states. In January 1997, DOL announced that another 17 states would receive One-Stop implementation grants by July 1997, bringing the total number of implementation states to 33. When fully operational, One-Stop career centers in these states should serve 80% of the nation's civilian labor force. In addition, activities to further the goals of the One-Stop initiative have been undertaken even among the 21 states and territories that have not yet received formal One-Stop implementation assistance from the federal government.

During Program Year 1997, DOL is continuing to support the development of One-Stop systems in each of the One-Stop implementation states that has not yet completed its three-year implementation grant cycle as well as in the 21 states and territories that are still in the planning and development stages of One-Stop system-building. Staff in DOL Regional Offices will be responsible for awarding One-Stop planning and development grants and One-Stop implementation grants to these 21 jurisdictions.

To receive One-Stop implementation funds, states and local sites must demonstrate that their new systems will include the state and local agencies responsible for the following Department of Labor programs: (1) the Employment Service; (2) Unemployment Insurance; (3) federal employment and training programs for economically disadvantaged youth and adults under the Job Training Partnership Act (JTPA) Title II; (4) dislocated worker services funded under JTPA Title III, the Trade Adjustment Assistance/Trade Readjustment Allowance (TAA/TRA), and Worker Profiling and Reemployment Services; (5) the Senior Community Service Employment Program funded under Title V of the Older Americans Act; and (6) Veterans Employment Services, including separate funding streams for all veterans and disabled veterans.

In addition, the Department of Labor also encourages states and local areas to involve a wide variety of additional workforce development and human services agencies in the coordinated planning and consolidated delivery of services. Examples of these additional partners include vocational rehabilitation and other programs for individuals with disabilities; adult basic education and literacy programs; secondary and post-secondary vocational education programs; welfare-to-work programs targeted to recipients of time-limited cash assistance for families with dependent children (TANF), Food Stamps, and state-funded general assistance programs; and economic development agencies.

ONE-STOP PROCESS EVALUATION

In July 1995, the Department of Labor funded Social Policy Research Associates (SPR) to document and assess the initial implementation experiences of state and local One-Stop systems in the first nine states that had received One-Stop implementation grants. The Evaluation of the One-Stop Career Center System had three major objectives:

- Assessing the progress of the initial nine implementation states in planning One-Stop systems and developing policies to support the implementation of these systems.
- Assessing the implementation of local One-Stop centers operating in a wide range of environments.
- Identifying the key factors that have facilitated or impeded efforts by emerging One-Stop systems to meet the four federal objectives as well as the individual objectives of state and local areas.

To accomplish these evaluation objectives, we conducted a qualitative evaluation that included extensive site visits to collect information about One-Stop planning, design, implementation, and preliminary outcomes in the 9 states receiving first-round implementation funds and in 14 local sites within those states.

Exhibit A-1 summarizes the key features of the local sites that were included in the evaluation sample. We selected two local sites in five states, and one local site in each of the remaining four states. The sample was chosen to represent One-Stop systems that were operating in varying local contexts. For example, we selected four sites located in rural areas, four in urban areas, four in suburban areas, and two in urban or suburban areas that drew customers from surrounding rural areas as well. The sites were also selected to represent a variety of potential organizational models: eight sites represented consortia between numerous partner agencies; four sites represented joint leadership between two partner agencies, and two sites represented other organizational arrangements.

Qualitative and quantitative data on state and local One-Stop designs, planning, early implementation experiences, and preliminary outcomes were collected through intensive site visits to the nine states receiving first-round implementation grants and to 14 local One-Stop sites within these states. Site visits were conducted during the 12-month period between October 1995 and September 1996. During site visits, SPR field staff conducted structured discussions with a wide range of state and local respondents responsible for developing One-Stop policy, building the infrastructure to support

Exhibit A-1
Key Features of Local Sites Included in the One-Stop Evaluation

State	Name/Location of Local Site	Location/Type and Geographical Service Area	Delivery Sites/Options within Planning Area (e.g., SDA)	Lead Agency
CT	New London Connecticut Works Center (New London, CT)	Urban site, also serves surrounding suburban and rural areas.	1 full-service center currently operating, another planned; 1 satellite office; remote terminal access.	Partnership between state labor department & regional workforce development board
CT	Willimantic Connecticut Works Center (Willimantic, CT)	Rural area with small towns.	1 full-service center.	Partnership between state labor department & regional workforce development board
IN	iNET Eastside Workforce Development Center (Indianapolis, IN)	Urban setting; single-county service area.	3 full-service centers; 1 satellite office; Internet access.	Consortium of state workforce development department, local PIC, and JTPA service provider.
IN	Lawrenceburg Workforce Development Center (Lawrenceburg, IN)	Rural area in multi-county SDA.	3 full-service centers, 2 satellite offices in SDA; 1 mobile unit; 800 number.	Jointly operated by state dept. of workforce development and SDA.
IA	Creston Workforce Development Center (Creston, IA)	Rural area in 7-county SDA.	1 full-service center; access through other county offices.	Consortium (including ES, JTPA, Voc. Rehab., and community college).
IA	Des Moines Workforce Development Center (Des Moines, IA)	Central city site within 8-county SDA.	1 full-service center; satellite offices in each county; 2 kiosks.	Consortium (including ES, JTPA, Job Corps, Voc. Rehab., and community college).
MD	Eastside Career Center (Baltimore City , MD)	Urban site serving Baltimore City.	1 of 3 full-service centers, with a variety of neighborhood and special service sites.	Partnership involving JTPA and Job Service.
MD	Columbia Career Center (Columbia, MD)	Suburban site; serves single county in two-county SDA.	1 full-service center in each county.	Consortium (Job Service; JTPA; community college; UI).

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Exhibit A-1 (Continued)

MA	FutureWorks Career Center (Springfield, MA)	Single county service area; Serves a combined urban, suburban, and rural area.	2 competing full-service centers; remote electronic access.	FutureWorks is operated solely by a private, for-profit New Jersey-based corporation.
MN	Minnesota Workforce Center–Anoka County (Blaine, MN)	Single county service area; Suburban area, also serving urban & rural customers.	Local One-Stop system consists of 1 full-service center, 14 staffed service locations (referral agmts), 5 staffed service locations with electronic linkages.	Consortium of multiple partners.
OH	Wood County Employment Resource Center (Bowling Green, OH)	Two county service area. Wood County has small towns and rural areas.	Local One-Stop system consists of 3 full-service centers & 2 satellite offices in SDA, with electronic linkages.	Toledo Area PIC and JOBS program.
TX	Arlington Career Center (Arlington, TX)	Large metropolitan county service area with urban, rural, and suburban areas.	7 planned full-service centers in county; 3 satellite offices; kiosk in public location.	Joint lead agencies (JTPA and ES/UI).
TX	Lake Jackson Career Center (Lake Jackson, TX)	Suburban site within 13-county Gulf Coast region.	Within multi-county area there will be 8 full-service centers; kiosks in numberous other public locations.	ES is lead agency for ES/UI and JTPA programs.
WI	Waukesha Workforce Development Center (Pewaukee, WI)	Suburban area within 3-county service delivery area (center serves 1 county).	3 full-service centers in three-county SDA; 1 satellite office.	No single lead agency; nine partner agencies, each with lead in functional area.

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One-Stop systems, and administering and delivering One-Stop customer services. We also observed One-Stop career centers in operation.

To supplement our discussions with One-Stop agency partners, we also spoke with selected representatives from public agencies and organizations that coordinate with One-Stop services in the operation of parallel initiatives such as school-to-work or welfare reform, as well as with representatives of agencies that were not yet involved in state or local One-Stop systems. At the local level, we also conducted discussions with diverse groups of One-Stop career center customers—including both employers and individual job seekers and students—to learn about their experiences using the new workforce development systems in their local areas. On-site data collection was supplemented by reviews of written materials including state and local One-Stop implementation plans, periodic progress reports submitted to DOL, materials developed to support various aspects of One-Stop system building, and preliminary information about customer satisfaction and customer outcomes.

Using the information collected about state and local study sites, SPR completed a *Final Evaluation Report: Creating Workforce Development Systems that Work* in August 1997. This report is intended primarily for workforce development policy-makers, planners, and program administrators. Individual case-study profiles for each of the 9 One-Stop states and 14 local sites visited are included as a separately-bound *Appendix* to the *Final Evaluation Report*. It should be noted that the One-Stop systems included as case examples in the evaluation have no doubt matured substantially since the evaluation visits were conducted. However, even though the detailed descriptions of individual sites may no longer be accurate, the general patterns of One-Stop system development described in this report should still be of interest to One-Stop planners and practitioners in other sites.

OVERVIEW OF THE PRACTITIONERS' GUIDE

The current report—*Creating Workforce Development Systems that Work: A Guide for Practitioners*—is intended to relate the findings and lessons learned from the experiences of the first-round One-Stop Implementation States in a format that will be useful to state and local One-Stop practitioners from systems at different levels of maturity. The Guide describes common One-Stop system-building goals and summarizes strategies that states and local One-Stop sites have used to further each of these goals. To illustrate each of the strategies, we have provided brief descriptions of One-Stop states and local areas that have used these strategies.

For practitioners new to the One-Stop initiative, we hope that the *Practitioners' Guide* will serve as a primer, providing a general overview of the different organizational and service design and delivery approaches that can be used to further One-Stop system goals in differing state and local circumstances. The guide is also intended to (1) provide information about how specific states have addressed different system building challenges, (2) disseminate useful examples of written materials developed by different states to support One-Stop implementation efforts, and (3) support states and local sites in their efforts to "network" with peers who have addressed similar challenges.

For practitioners who already have experience with One-Stop implementation efforts, we hope that the *Practitioners' Guide* will serve as a useful reference tool, summarizing the range of variations possible in One-Stop systems and describing the different system-building challenges faced by states and local areas that have selected different implementation strategies.

The *Guide for Practitioners* is organized into three major sections. The section on *Organizing and Governing One-Stop Systems* consists of two chapters, including:

- Guiding One-Stop Systems: The State Role.
- Building Local Partnerships and Governing One-Stop Systems.

A second section on *Building the Infrastructure to Support One-Stop Systems* includes chapters describing each of the major infrastructure systems needed to support One-Stop operations, as follows:

- Developing Appropriate Physical Facilities.
- Creating an Effective One-Stop Information Infrastructure.
- Building Staff Capacity.
- Financing One-Stop Services.
- Marketing One-Stop Systems.
- Measuring One-Stop Performance and Planning for System Improvements.

The third section on *Designing and Delivering One-Stop Services* addresses issues related to the essense of the One-Stop system-building initiative—how to improve the responsiveness of public workforce development services to the needs of customers. Separate chapters address the following:

- Providing Transformed One-Stop Services to Individual Customers.
- Providing Transformed One Stop Services to Employers.

ADDITIONAL ACTIVITIES TO SUPPORT ONE-STOP SYSTEM BUILDING

During the spring of 1998, Social Policy Research will be conducting regional orientation and training sessions based on the One-Stop Practitioners' Guide. The objectives of these sessions will be to familiarize practitioners with how to use the Guide as a system-building tool, as well as to provide information about other valuable One-Stop system-building resources. The training materials developed in conjunction with these regional One-Stop system-building orientation sessions are also intended to help link practitioners to additional One-Stop system-building resources developed by federal agencies and consortia, state consortia, national One-Stop work groups, individual state and local One-Stop projects, and expert consultants. DOL Regional Office staff will be supplied with information about these planned sessions as it becomes available.

1. GUIDING ONE-STOP SYSTEMS: THE STATE ROLE

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1. GUIDING ONE-STOP SYSTEMS: THE STATE ROLE

INTRODUCTION

The One-Stop initiative depends on the inter-related and simultaneous transformation of workforce development systems at the federal, state, and local levels. Each level of government involved in this system-change initiative must exhibit leadership, the ability to innovate, and a willingness to compromise if the initiative is to succeed in transforming the workforce development services available to individuals and firms. The One-Stop initiative provides the opportunity for state and local One-Stop partners to develop new relationships suitable to their overlapping responsibilities for state- and locally-administered program resources.

States have the opportunity to guide a number of different aspects of One-Stop system building, including the development of organizational structures for One-Stop planning, service delivery, and governance; the design of customer-driven services; and investment in the information technology and supportive infrastructure required to operate effective One-Stop systems.

States can guide the *organization and governance* of state and local One-Stop systems by:

- Negotiating partnerships among relevant state and local entities and securing commitments to coordinate interagency planning, budgeting, and service delivery.
- Developing state-level governance structures to provide policy guidance and day-to-day administration of One-Stop systems.
- Providing guidelines for local One-Stop policy development and system administration.

States can guide *the design and delivery of customer services* by:

- Generating and disseminating a state vision of how One-Stop systems should be organized, how services should be transformed, and how One-Stop centers should fit together into a statewide system.
- Developing guidelines for local One-Stop systems to follow in developing their own One-Stop designs and implementation plans.

- Promoting communication and coordination among state and local One-Stop partners during the system-building process, through such practices as brainstorming possible solutions to implementation difficulties and sharing best practices.

States can also play an important role in *guiding the development of the infrastructure* needed to support One-Stop operations by:

- Preparing automated user-friendly information products for use by business and individual customers of One-Stop systems.
- Designing and developing the information infrastructure needed to support the delivery of information products to customers and the exchange of information among One-Stop agency partners.
- Designing performance measurement systems to assess system accomplishments and guide system improvements.

In this chapter of the Practitioners' Guide, we describe the different strategies states can use to provide effective leadership in One-Stop system organization and governance and the design and delivery of One-Stop customer services. A separate section of the Practitioners' Guide describes how states have assisted in developing the infrastructure systems needed to support One-Stop operations, including appropriate physical facilities, integrated information systems, capacity building efforts, financing, marketing, and performance assessment.

GOALS AND STRATEGIES TO GUIDE THE ORGANIZATION AND GOVERNANCE OF ONE-STOP SYSTEMS

States have the opportunity to guide three different aspects of the organization and governance of One-Stop systems. First, they can assist in building broad partnerships among the state and local entities involved in workforce development services. Second, they can develop state-level structures to govern and manage One-Stop systems. Third, they can provide guidelines for local areas to follow in developing their own One-Stop governance and management structures. In this section, we describe different strategies that states can use to provide leadership in these three areas.

GOAL 1. FORM BROAD ONE-STOP PARTNERSHIPS

Each of the first-round One-Stop implementation states found that it was important to involve a wide range of state agencies in planning for One-Stop system transformation. Agencies that states will need to involve, at a minimum, include the agencies responsible for the five mandated DOL-funded programs:

- Employment Services (ES)
- Unemployment Insurance (UI)
- Veterans Employment and Training Services (VETS)
- Older worker programs funded under Title V of the Older Americans Act
- Titles II and III of the Job Training Partnership Act (JTPA).

Additional state agencies that states will probably want to try to involve in One-Stop planning include the agencies responsible for adult basic education, vocational rehabilitation, welfare reform, and family and social services. Many states have also involved the state agencies responsible for overseeing post-secondary education (particularly community and technical colleges), elementary and secondary education, and business and economic development programs.

States can use several different approaches to ensure that a wide range of workforce development programs and services are involved in One-Stop partnerships. One common organizational strategy is to build state-level interagency work groups to promote collaboration by different state and local agencies in One-Stop planning and oversight. Another strategy is to consolidate authority for multiple workforce development programs within a single state agency.

Strategy 1. Develop Interagency One-Stop Work Groups to Promote Collaborative One-Stop Planning

States following this strategy usually begin by developing work groups to promote interagency discussion about the design of One-Stop systems. In many states, these work groups involve middle- and upper-level managers of the relevant state agencies in frank and informal discussions about how they can collaborate to improve customer services. These interagency work groups are usually distinguished from formal policy boards that have official responsibility for overseeing state workforce development policy. In contrast to formal policy boards, work groups are expected to do the "real work" of inventing a new workforce development service system that will minimize duplication of effort across partner agencies and encourage the emergence of integrated services at the local level.

Often interagency work groups include representatives from both state-level and local-level One-Stop partner agencies. This arrangement is based on the understanding that some workforce development and education programs—such as ES and UI—have a strong tradition of state-level administration while others—such as JTPA and primary and secondary education programs—have a strong tradition of local control.

Interagency work groups are particularly helpful during the early stages of One-Stop planning. Although their participatory decision making processes can be slow, interagency work groups make it possible to give a large number of agencies a voice in planning state One-Stop systems.

Interagency work groups may continue to play an active role during the early stages of One-Stop implementation. Some states find that these groups play a useful role as an informal "executive committee" overseeing the implementation process. Other states may find that interagency work groups become less necessary after the initial planning process has been completed.

Examples of Developing Interagency Work Groups

Example #1—Using a Work Group to Promote Collaboration During One-Stop Planning. The early stages of the state One-Stop planning process in Iowa depended on an interagency planning process to achieve broad interagency collaboration. Over six major state agencies with responsibilities for workforce development programs were represented on a Workforce Development Management Team. Members included representatives of the agencies responsible for JTPA, ES/UI, welfare, education, vocational rehabilitation, and other programs.

As implementation plans matured, however, the state-level organizational model for the workforce development system shifted from an emphasis on interagency collaboration to an emphasis on state agency consolidation. As a result, a consolidated Workforce Development Department emerged as the lead agency responsible for One-Stop planning and implementation. **State of Iowa.**

Example #2—Using a Work Group to Promote Broad Participation During One-Stop Implementation. In Minnesota, a Workforce Center System Issues Team consists of key managers within the lead One-Stop agency as well as a cross-sectional representation of state and local Workforce Center partners. Although the Department of Economic Security (MDES) takes the lead in developing the Workforce Center System, other state agencies, including the Department of Human Services and the Department of Children, Families, and Learning, are partners in this endeavor. The Issues Team—which usually meets twice a month—has served as the hub of state and local communication and coordination and as a vehicle for identifying and resolving issues related to One-Stop implementation. **State of Minnesota**

Strategy 2. Create a Consolidated State Agency to Take Responsibility for Multiple Workforce Development Programs

Consolidating authority for multiple workforce development programs within a single state agency is another approach that can be used to facilitate collaboration across the programs involved in One-Stop partnerships. A number of states have already consolidated their administration of the Employment Service (ES) and Unemployment Insurance (UI) programs as part of their efforts to achieve service integration at the local level. In addition, a number of states already administer the ES and UI programs and the Job Training Partnership Act (JTPA) programs from within the same state agency, although administration is often assigned to different agency divisions.

In response to the One-Stop goal of promoting coordinated planning and service delivery, states may want to undertake further consolidation of state-level agencies and administrative responsibilities for workforce development programs. Some states have simplified administrative responsibilities by housing all DOL-funded programs within a single state agency or department. In other states, even more ambitious consolidation efforts have been undertaken to merge the responsibility for all workforce development programs—including ES, UI, JTPA, school-to-work, welfare-to-work, vocational rehabilitation, and post-secondary education—within a consolidated state agency.

Achieving the goals of simplified administration and coordinated service delivery requires extended internal discussions and negotiations among the members of the newly consolidated agency's management team. In the short run, agency consolidation may be extremely demanding for state-level staff and may divert attention from the task of guiding local One-Stop implementation. However, in the long run, agency consolidation may very well make it easier to improve cross-program coordination and collaboration.

States that create consolidated agencies with responsibility for welfare-to-work as well as other workforce development programs face perhaps the most dramatic challenge—that of creating policies and an agency culture that will simultaneously further the "work first" philosophy of welfare reform and the customer-service philosophy of the One-Stop initiative.

Examples of State Agency Consolidation

Example #1—Consolidating Authority for ES, UI, and JTPA Programs Within a Single Agency. In Iowa, the formation of the new Department of Workforce Development in July 1996 brought together DOL-funded programs that had been housed previously in three different agencies—the departments of Employment Services, Economic Development, and Human Rights. Programs administered by the new agency include JTPA Titles II and III, Employment Service, Unemployment Insurance, Veterans Employment Services, and the state-funded Volunteer Mentor Program.

After agency consolidation, many One-Stop activities were converted from an interagency process to an internal process within the new Workforce Development Department. This facilitated coordination among DOL-funded programs but increased uncertainty about how to involve the separate state agencies still responsible for the welfare, vocational education, and education programs. **State of Iowa**

Example #2—Creating a Consolidated State Administrative Structure to Oversee One-Stop Operations. The consolidated Indiana Department of Workforce Development has primary responsibility for overseeing most of the programs mandated for inclusion in local One-Stop career centers, including JTPA, ES, and UI. This state agency promotes integrated field operations for the ES and UI programs and requires local coordination with JTPA administrative entities in the delivery of customer services. Local ES and UI managers report to an overall state Director of Operations who works for the state's One-Stop Project Manager.

Vocational and technical education and workforce literacy programs are now housed within the same state agency, but have not yet been included in the emerging integrated structures for state workforce development program administration and local One-Stop service delivery. **State of Indiana**

Example #3—Creating a Consolidated Agency Responsible for Workforce Development, School-to-Work, and Welfare-to-Work Programs. In June 1996, The Texas Workforce Commission was created to take responsibility for workforce development programs previously administered by seven different state agencies. Among the key programs for which the new agency was responsible were ES, UI, JTPA, literacy programs, welfare-to-work programs, apprenticeship training, and school-to-work planning.

The state hopes that this organization will make it easier to develop unified information systems, intake procedures, service delivery designs, and reporting and accountability systems across different workforce development programs. It also hopes that the consolidated agency structure will make it easier to attend simultaneously to the workforce development needs of the general public and the interests of targeted customers who require intensive education and training services. **State of Texas**

GOAL 2. CREATE EFFECTIVE STATE-LEVEL GOVERNANCE AND MANAGEMENT STRUCTURES

States have found it useful to develop several different types of state-level One-Stop governance and management structures. Each of these structures is designed to perform one or more of the following functions: (1) provide policy direction, (2) oversee the planning and design of different aspects of the state's One-Stop system, and (3) provide day-to-day support for local One-Stop system development. The strategies described below are generally used in combination. That is, a state will often designate a policy-level board, an interagency task group of high-level agency managers, and a staff-level project management team that work together to guide One-Stop system development.

Strategy 1. Develop Policy Boards to Provide Overall One-Stop Guidance

States require one or more policy bodies to guide and oversee their workforce development systems. A number of states have created an official state human resources investment council (SHRIC) to coordinate policies for a large number of different human resources and workforce development programs and services.

Some states use these broad policy boards to oversee the details of One-Stop system building, including providing guidance on implementation issues such as the designation of One-Stop service area boundaries, developing detailed criteria for the certification of local career centers, and determining whether individual centers are ready for certification. One advantage of using a broad policy board to guide One-Stop system development is that such a board is more likely to view the One-Stop workforce development initiative as part of a larger system of related human resource investments (e.g., along with education, family and social services, welfare reform, and business development).

Other states have found it more helpful to separate the functions of providing broad workforce development policy and overseeing the details of One-Stop system building. States using this strategy usually create two different policy bodies with differing levels of responsibility. The first level often consists of a broad policy board that provides overall guidance on welfare-to-work, school-to-work, workforce development, and economic development topics. These broad policy boards usually play a key role in developing the early vision and overall framework for the state's one-Stop system. A second level—consisting of a more specialized board, a standing committee of the broad policy board, or an informal advisory council—is more narrowly focused on overseeing the details of One-Stop implementation. States choosing this strategy have found that they are able to receive more detailed ongoing attention to One-Stop implementation issues from the specialized One-Stop advisory board than they would be able to get from the broad workforce development policy board. This is perceived as extremely helpful, as long as there is good communication between the two levels of policy makers.

At both levels, One-Stop policy boards often include representatives of employers, labor organizations, elected officials, and individual job seekers, as well as the state and local agencies involved in the delivery of secondary and post-secondary education, social and family services, and workforce development programs.

Examples of One-Stop Policy Boards

Example #1—Using a Broad Human Resource Investment Council to Oversee One-Stop System Development. The Texas Council on Workforce and Economic Competitiveness, created in 1993, is charged with planning, developing, and evaluating an integrated workforce system. The Council, which replaced five different previous state advisory committees and councils, is responsible for making overall recommendations to the governor about workforce development, and school-to-work and welfare-to-work initiatives.

Because the One-Stop initiative in Texas has been interpreted as covering the broadest possible range of workforce development programs, the Council also oversees the details of One-Stop implementation, including identifying local workforce development areas and boundaries, developing criteria for certification, and approving local workforce development board plans. In addition, the Council has assessed the needs of a variety of customer groups and has established statewide goals and core performance measures for the workforce development system as a whole. **State of Texas**

Example #2—Using A One-Stop Standing Committee to Oversee the Details of System Development. In Ohio, the major policy body for state workforce development programs and issues is the Governor's Human Resources Investment Council (Council), which was formed in 1993. The full Council is responsible for overseeing the delivery of cost-effective services in the areas of economic development, education, and human investment with particular attention to promoting coordination and avoiding unnecessary duplication of effort across multiple programs and funding streams.

To oversee specific One-Stop development issues and to provide the advocacy needed to move this important program forward, the Council has established a One-Stop Standing Committee. This committee encourages state agencies to develop coordination agreements to further One-Stop implementation, reviews the work of the statewide interagency work teams, and is responsible for making recommendations to the Council about the certification of local One-Stop systems. **State of Ohio**

Example #3—Using Several Levels of Policy Boards to Guide One-Stop System Development. Indiana has developed three different policy boards relevant to the integration of workforce development systems and services. First, the Indiana Policy Council, which has representation from both workforce development and human service agencies, is a body developed to support interagency and cross-program collaboration by "removing interagency barriers that inhibit the efficient delivery of services." Second, to address workforce development and welfare reform issues and oversee individual workforce development programs, the state created a consolidated Human Resources Investment Council in 1993.

Third, rather than involve the SHRIC in the details of One-Stop design and implementation, the state has created a separate One-Stop Advisory Council. The One-Stop Advisory Council—formed in mid-1995, after Indiana received the One-Stop Implementation Grant award—is made up of representatives of various stakeholders in One-Stop development, including the SHRIC, the JTPA service delivery areas, affected state agencies (e.g., Workforce Development, Family and Social Services Administration, Commerce, and Education), the community college system, labor unions, the state chamber of commerce, and employers. At their meetings, members of the Advisory Council are given reports on One-Stop implementation progress, brainstorm implementation issues, and provide input on One-Stop policies. Their recommendations are not binding on the state or local One-Stop partners. **State of Indiana**

Strategy 2. Develop Interagency Task Groups to Plan Specific Aspects of One-Stop Systems

A number of states have created interagency task groups or subcommittees to develop detailed plans for different aspects of One-Stop design and implementation. Examples of planning tasks assigned to work groups include the following:

- Designing governance structures for state and local One-Stop systems.
- Designing a One-Stop performance-measurement system.
- Developing guidelines for local One-Stop service design and delivery.
- Planning and developing an electronic information infrastructure and automated self-access services upon which local One-Stop centers can draw.
- Developing a unified marketing approach for the state's One-Stop system.

Interagency task groups have a particularly important role to play during the initial stages of One-Stop system planning. During this period, task groups may meet weekly or bi-weekly. Effective task groups provide all state agency partners with an opportunity to influence the state's One-Stop design and to identify and address potential operational problems before they occur. States often find that it is useful to involve local-level representatives in interagency task groups along with state-level agency representatives to ensure that the state's One-Stop plan will have "buy in" from both state and local staff.

After individual interagency task groups complete their initial planning assignments, they often circulate written recommendations to members of related task groups and to the rest of the state and local One-Stop practitioner community for discussion. An iterative planning process is often required to ensure that plans for system-building in different functional areas—such as capacity building and marketing—are mutually supportive. Once interagency task groups have had a chance to reconcile the plans developed by different task groups, recommendations are often forwarded to the state's One-Stop policy board for approval before they are implemented.

During the later stages of One-Stop implementation, some states find that an internal management team within the lead One-Stop agency can take over responsibility for detailed oversight of most One-Stop system design and operational issues. Other states have found that it is useful to have interagency task groups continue to meet over time as well as to form additional interagency task groups to address new system-building issues as they arise. During the implementation phase, the frequency of task group meetings may decline.

Examples of Interagency Task Groups

Example #1—Using Interagency Task Groups to Plan Integrated Functional Systems. During the period of One-Stop planning and early implementation, Connecticut convened interagency committees to design the operational details for the state's One-Stop system in different functional areas, including performance measurement, marketing, physical facilities, labor market information, capacity building, facilities, employer services, and the certification of local centers.

For example, the Performance Measures Committee was responsible for developing plans for a comprehensive performance and accountability system that included plans for customer satisfaction surveys and quarterly "report cards" on statewide and local Center performance. The facilities committee oversaw the development of standards for facility design and participated in planning for individual Connecticut Works career centers.
The State of Connecticut

Example #2—Involving State and Local Staff on Interagency Task Groups To Identify and Address Implementation Issues. The state of Minnesota offered state and local partners an active consultation role in the development of state policies and procedures. Local representatives were included on One-Stop Issues Team subcommittees that developed recommendations for the state's One-Stop certification process. During the first year of One-Stop implementation, these sub-committees were charged with (1) identifying current issues in their respective One-Stop subject areas; (2) determining which issues were best handled by the state or by local areas; and (3) determining the respective state and local roles in planning and implementation. **The State of Minnesota**

Strategy 3. Create a One-Stop Project Management Team to Coordinate State Efforts and Support Local System Development

Once One-Stop plans have been approved by the appropriate state-level policy board(s), many states delegate day-to-day responsibility for supporting One-Stop implementation to a project management team within the designated One-Stop lead agency. This agency is usually the state agency responsible for administering the federal ES, UI, and JTPA programs. It is also usually the agency that has been designated to receive the state's federal One-Stop implementation grant.

Although the One-Stop management team is usually housed within the lead agency, states have generally found that it is important to encourage management team members to think of themselves as advocates for the One-Stop partnership as a whole, rather than as representatives of a single agency. For this reason, the individuals assigned to One-Stop project teams are often recruited from a number of different state agency partners. They also tend to be carefully selected so that they possess (1) familiarity with and enthusiasm about the goal of integrated workforce development services and (2) expertise in a number of One-Stop system-building issues—such as interagency and state-local collaboration, integrated service design, financing and cost-accounting issues, and information technology.

States often refer to the members of the state One-Stop project team as "brokering agents" for the One-Stop system as a whole. As brokering agents, these individuals help support partnership building at the state and local level, share information, and mobilize the technical assistance and financial resources needed to keep the overall state One-Stop system-building effort "on track." Specific responsibilities commonly assigned to the members of the state One-Stop project teams include:

- Coordinating the various activities of interagency work groups, specific task groups, and policy boards involved in One-Stop planning and management.
- Collecting and disseminating information about One-Stop implementation, including facilitating communication among state agency partners, between state and local partners, and among local partners.
- Disseminating information about state guidelines for the formation of local One-Stop policy boards, the design of One-Stop services, and the certification of local One-Stop systems and centers.
- Providing technical assistance and problem-solving support to local One-Stop implementation sites.

Examples of One-Stop Project Management Teams

Example #1—Creating An Autonomous One-Stop Management Team. The Career Center Office is the staff-level unit created by the MassJobs Council in early 1995 to support the implementation of the statewide career center system. Among the chief day-to-day responsibilities of the eight staff assigned to this office are the creation of an integrated funding stream to support the operation of local career centers, providing capacity building and technical assistance to Regional Employment Boards and career centers, as needed, and coordinating the development of the state-level technology-based systems to support local One-Stop operations. The staff in the Career Center Office are employees of the MassJobs Council and are not housed with or assigned to any other state agency. **Commonwealth of Massachusetts**

Example #2—Housing A One-Stop Management Staff Within the State Lead Agency. In Indiana, a small state One-Stop team acts as a central staff clearinghouse for communications about One-Stop implementation. Agency partners with planning or field responsibility for One-Stop development have frequent contacts with the five members of the One-Stop team, which is led by the agency's deputy commissioner for program development. Formed in March 1995 and staffed by individuals selected based upon their broad skills, knowledge, and experience, the One-Stop team coordinates and oversees One-Stop plans in the areas of labor market information, integrated information systems, the development of new customer products, quality of services, and financial management procedures.

Members of the state One-Stop team each have their own task assignments and areas of expertise. However, they also work well together, keeping each other informed about all aspects of state and the local One-Stop implementation issues. **State of Indiana**

GOAL 3. GUIDE THE DEVELOPMENT OF LOCAL ONE-STOP PARTNERSHIPS AND GOVERNANCE STRUCTURES

States have important choices to make about the balance between state guidance and local discretion in designing and overseeing One-Stop systems. Some states provide for direct state-level participation in planning and overseeing each One-Stop career center. Other states delegate much of the responsibility for local One-Stop system design and oversight to regional workforce development policy boards.

To influence local governance and management structures, most states establish guidelines on (1) what entities should be included within local One-Stop partnerships and (2) what structures should be used to govern and manage local One-Stop systems and individual centers. Below, we describe different strategies that states have used in guiding local partnerships. State staff usually find that they are more successful in influencing local One-Stop implementation efforts if they define their role as partner, advisor, or facilitator of local system development efforts, rather than as monitor or auditor.

Strategy 1. Specify Required Local One-Stop Partners

Most states develop guidelines that specify which agencies must be involved in the preparation of local One-Stop plans. Other states specify what programs must be accessible to customers through local One-Stop career centers. To meet the requirements of federal One-Stop implementation grants, states must require, at a minimum, that One-Stop centers involve the agencies responsible for Employment Services (ES), Unemployment Insurance (UI), Veterans Employment Services (VETS), Titles II and III of the Job Training Partnership (JTPA), and Older Worker programs supported under Title V of the Older Americans Act. States play an important role in clarifying what types of interagency collaborations these partners should develop. These types of collaborations include the following, ranging from least-integrated to most-integrated:

- Sharing involvement in planning the overall regional workforce development system.
- Implementing coordinated customer referrals and sharing client-level information across programs.
- Physically co-locating service provider staff funded by the involved programs.
- Sharing responsibility for the design and delivery of selected job-seeker and employer services.

States also frequently require local One-Stop systems to involve additional agencies in One-Stop planning and/or the delivery of One-Stop services. These agencies include those responsible for the following programs:

- *Cash assistance and welfare-to-work programs.* Most One-Stop implementation states require local areas to include the agency responsible for welfare-to-work programs as a local One-Stop planning partner. (However, the passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 has introduced uncertainty in many states as to how income maintenance and workforce development agencies will share the responsibility for helping families to move from welfare to work.)
- *Vocational rehabilitation programs.* States often require centers to ensure that One-Stop customers will "have access to" vocational rehabilitation services through participation in One-Stop planning, co-location of service providers, or coordinated interagency referral procedures.

- *Post-secondary education programs.* A number of states also call for community or technical college systems to be included in the One-Stop planning process. These states view post-secondary educational institutions as valuable partners in providing education and training services to individual customers as well as customized training to business customers.
- *Other programs.* Some states also require or highly recommend participation in local One-Stop planning and service delivery by adult basic education agencies, agencies responsible for secondary and post-secondary vocational education programs, and school-to-work system partners.

As described in the next chapter of the Practitioners' Guide, local areas have developed dramatically different partnerships in response to state guidelines. Some local areas include only the required partners. Others take advantage of the discretion permitted to local One-Stop systems to add additional partners beyond the required agencies. As a result, the number of local planning and service delivery partners resulting from similar state guidelines may range from one or two agencies to more than ten active local agencies.

Examples of State Guidelines for Local One-Stop Partnerships

Example #1—Encouraging Broad Local Partnerships. Ohio has established a hierarchical classification of local One-Stop partners, consisting of (1) mandated partners, (2) optional or desirable partners, and (3) encouraged partners. The mandated One-Stop partners in each local area include the agencies responsible for JTPA, ES, Veterans Employment Services, UI and Title V of the Older Americans Act. Local areas must also involve agencies responsible for three of four "optional or desirable" program areas, including (1) welfare reform and welfare-to-work programs, (2) vocational education, (3) adult basic education and literacy programs, and (4) two-year colleges (vocational technical schools and community colleges).

Additional "encouraged partners" include the agencies responsible for (1) vocational rehabilitation, (2) school-to-work transition programs, (3) the Ohio Industrial Training Program—a state-funded program that awards grants to private employers to upgrade the skills of their current workers, and (4) other community programs that provide support services, such as day care, transportation, and housing assistance to disadvantaged residents. **State of Ohio**

Example #2—Requiring a Small Core Group of Initial Local Partners. The state of Maryland requires local One-Stop planning teams to include representation from three mandatory "core partners," which are believed to provide the preponderance of workforce development services and represent key funding streams: the Job Service (which is co-located with UI throughout the state), the JTPA administrative entity, and the local community college. In the future, additional "coordinating" partners—including the agencies responsible for vocational rehabilitation, welfare-to-work, secondary education, and economic and business development—may take on a more active role in the delivery of local One-Stop services. **State of Maryland**

Strategy 2. Establish Guidelines for Local Policy Boards

States also influence the establishment and powers of the policy boards responsible for overseeing local One-Stop systems. Many states are concerned about ensuring that (1) local One-Stop policy boards represent a broad range of local stakeholders, including employers, educational institutions, and local elected officials, in addition to agencies responsible for state and local workforce development programs, (2) policy boards are not controlled by any single One-Stop partner agency, and (3) the total number of local policy boards concerned with employment and training issues does not increase unnecessarily. States have developed several different approaches to respond to these concerns.

Some states have established flexible guidelines for the establishment of local One-Stop policy boards. For example, some states allow local areas to use adapted local JTPA Private Industry Councils (PICs) to govern local One-Stop systems, as long as all local One-Stop stakeholders are represented. However, local policy boards are often cautioned to separate their JTPA administrative responsibilities from their new roles in One-Stop system planning and policy making. Another first-round One-Stop implementation state (Maryland) called for the establishment of small informal local One-Stop planning teams to avoid creating yet another layer of workforce development policy boards.

Another approach is for states to require local areas to develop new policy boards specifically to oversee the design and operation of integrated workforce development services. These boards are often assigned responsibility for overseeing the development of the One-Stop system as a whole as well as for overseeing a number of individual categorical programs. States that already have created regional human resource investment boards with broad responsibilities usually give these policy boards responsibility for overseeing local One-Stop system development. Other states call for the establishment of new policy boards to guide local One-Stop system development. These boards may be considered merely "advisory" to state policy boards or may be given substantial authority for selecting local workforce development service providers and certifying and overseeing the operation of local One-Stop centers.

Examples of State Guidelines for Governing Local One-Stop Systems

Example #1—Establishing Flexible Guidelines for Local One-Stop Governance. Minnesota has developed criteria to assess whether local workforce councils (usually created by expanding JTPA Private Industry Councils) include representation from all appropriate stakeholders. The state has not specified a particular size or structure for local workforce councils. Once established and approved, local workforce councils may develop two-year service plans and select operators for local One-Stop services, within state guidelines. (State guidelines require that the local Job Service (ES) agency must be the operator responsible for the delivery of job-listing and job-matching services to job-seeker and employer customers.)
State of Minnesota

Example #2—Giving Local Areas a Choice of Governance Structures. Texas has encouraged the formation of local workforce development boards made up of representatives from the business, labor, and education sectors, as well as community based-organizations and the general public. Although the state expects that local workforce boards will become the most prevalent system of local governance, local areas retain the option to maintain distinct advisory and governing bodies such as Private Industry Councils (PICs), Job Service Employer Committees (JSECs), Quality Workforce Planning Committees (QWFPCs), or other multi-agency management teams. At the time of the evaluation visit, 12 out of 28 workforce development areas in the state had completed applications for the certification of local workforce development boards and seven had been certified.

If local areas decide to form workforce development boards, they must separate the responsibility for administering local services from the delivery of services. Once certified, local workforce development boards become responsible for planning, contracting, overseeing, and evaluating local service providers. The maintenance of federal standards for categorical programs is the joint responsibility of local boards and the state workforce commission. **State of Texas**

Example #3—Mandating the Use of Broad Human Resource Planning Boards to Govern Local One-Stop Systems. In 1988, the state of Massachusetts enacted legislation that created the MassJobs Council as the state human resource investment council and a network of Regional Employment Boards (REBs) with responsibility for governing and overseeing local workforce development services. Regional Employment Boards have been given considerable autonomy in developing local One-Stop systems that meet identified workforce development needs, selecting local career center operators, and overseeing the operation of local career centers. **Commonwealth of Massachusetts**

Strategy 3. Establish Guidelines for Local Center Management

States have tended to provide less-detailed guidelines for the day-to-day management of local One-Stop career centers. Some states have called for the development of a participatory management structure that permits all local One-Stop partners to have a voice in determining center goals and in overseeing center facilities and day-to-day operations. While some states call for "management by committee," others require local partners to designate a center director. Still other states have allowed all decisions about center management to be made at the local level.

During the process of local partnership building, some states have supported local system development by offering the services of state One-Stop staff as consultants on local team-building and governance issues. Other states have arranged for local One-Stop participants to receive training on partnership, communication, and conflict management skills from independent third-party consultants or trainers, as described in Chapter 5 on *Building Staff Capacity*.

Examples of State Guidelines for Career Center Management

Example #1—Requiring Local Management Committees that have Participation by Local ES/UI and JTPA Managers. One state calls for all centers to establish local management committees co-chaired by the local ES/UI director and the staff director of the regional workforce development board responsible for administering JTPA services. Additional management committee members may represent public or non-profit agencies. The management committee is required to select a center director. **State of Connecticut**

Example #2—Requiring at Least One Core Agency Partner to "Host" Each Full-Service One-Stop Center. Co-location of local partners and co-administration of local One-Stop centers is not required in Maryland. Each One-Stop center must be "hosted" by one of three core local partners (i.e., the agencies responsible for the ES and JTPA programs and the local community college). Additional partners may be co-located in the same physical facility and may participate in shared center management. **State of Maryland**

Example #3—Requiring Participatory Management. Iowa calls for centers to allow all local partners to participate in decisions about the center mission, goals, resources, and facility. Local centers may be administered by a management team using consensus-based decision-making or by a center manager designated by the management team. **State of Iowa**

GOALS AND STRATEGIES TO GUIDE THE DESIGN AND DELIVERY OF ONE-STOP SERVICES

To guide the design and delivery of One-Stop services to individual and employer customers, states need to address three different system-building needs. First, they need to develop and communicate a state vision of how One-Stop services should be organized and how existing services should be transformed to improve customer satisfaction and customer outcomes. Second, states need to develop specific guidelines for local One-Stop systems to follow in developing their own One-Stop service designs. Third, states need to promote communication and coordination among state and local One-Stop partners during the system-building process. In this section, we describe different strategies that states can use to provide leadership in these areas.

Typically, lead state One-Stop planners provide leadership to local system builders by informing partners of the concept of integrated workforce development services and soliciting their ideas on how to "make it work" in their local area. States then attempt to maintain local commitment and sustain local efforts by keeping partners informed of continuing developments and changes as the state and local sites move to embrace integrated design and delivery of workforce development services.

GOAL 4. DEVELOP AND COMMUNICATE A STATE ONE-STOP VISION TO GUIDE LOCAL SYSTEM TRANSFORMATION

A number of One-Stop implementation grant states have identified their most important functions as providing a coherent state vision that can guide the development of local One-Stop services and communicating that vision to local areas. Achieving an effective balance between state guidance and local discretion in the design and delivery of One-Stop services is a key issue in most states. Strategies used by different states to develop and disseminate a state vision of One-Stop services are described below.

Strategy 1. Collaborate With Local Staff to Develop One or More Prototype Centers

States often begin the One-Stop planning process with abstract descriptions of the four federal goals of universal access, customer choice, integrated services, and outcome-driven systems. To discover what the One-Stop initiative means in practice, states sometimes find it useful to work with one or more pilot sites in applying the One-Stop principles in the redesign of specific workforce development service systems. In states using this strategy, early collaboration between state One-Stop policy makers and pioneering local sites enables state staff to develop a more detailed One-Stop vision and prepares state staff to guide additional local sites through the process of One-Stop system transformation.

Examples of State-Local Collaboration in the Development of Pilot Centers

Example #1—Developing a Single Prototype One-Stop Center. Indiana state policy makers based their subsequent One-Stop implementation efforts on experience gained from a joint state-local prototype project to re-engineer the delivery of customer services at the iNET Workforce Development Center on Indianapolis' Eastside. The Eastside Center project embodied a number of new concepts for the delivery of customer services, including an attractive physical facility, customer access to self-assisted technology-based information systems, staff integration, and a focus on customer satisfaction. **State of Indiana**

Example #2—Funding the Development of Several Pilot Centers Through a Competitive Process. Texas adopted a phased approach to One-Stop planning and implementation. During the first phase beginning in early 1995, five pilot areas were chosen to receive implementation grant funds. Another seven pilot sites were selected in mid-1995. Because it selected pilot sites that showed local initiative in developing One-Stop systems, this state has been able to benefit from the exchange of information both up and down the communication chain in the refinement of its state One-stop vision. **State of Texas**

Example #3—Using the Experiences of Early One-Stop Pilot Sites to Inform the Development of State One-Stop Guidelines. Prior to planning for a statewide system of One-Stop career centers under its federal One-Stop implementation grant, Wisconsin had provided a limited number of state-funded system-building grants to selected local pilot sites. Thus, a number of pilot sites already had a three- to five-year history of implementing integrated workforce development systems by the time the federal One-Stop implementation grant was received by this state. The experiences of the early pilot sites were distilled into clear but flexible guidelines—referred to as "process standards" and "functional standards"—that additional sites were asked to follow in developing their own One-Stop systems. **State of Wisconsin**

Strategy 2. Disseminate Information About the One-Stop Vision and One-Stop Services

After receiving One-Stop implementation grants, a number of states have found it useful to undertake high-visibility public relations and educational campaigns to disseminate the state's vision of One-Stop services to potential state and local One-Stop partners. Activities to further these objectives can include:

- Statewide retreats at which attendees are informed about One-Stop systems and encouraged to discuss their fears about system transformation.
- Tours of real or simulated One-Stop service sites.
- Dissemination of state guidelines with detailed criteria for the development of different aspects of One-Stop services (e.g., criteria for delivering core and enhanced job-seeker and employer services).
- Development of curricula to train One-Stop staff for transformed administrative and service delivery functions in a One-Stop context.

Examples of How to Disseminate Information About the State's One-Stop Vision

Example #1—Using Statewide Conferences to Disseminate the State's One-Stop Vision. In Texas, four regional capacity building forums were held in September and October, 1995, on such themes as the state's One-Stop framework, managing the change process, and customer satisfaction. As part of its efforts to further promote its vision of One-Stop Career Centers, the Workforce Commission also sponsored a statewide "Texas Career Center Conference" in May 1996 that was attended by approximately 1200 participants. The conference had the dual purpose of introducing the new state Workforce Commission and promoting the state's vision of One-Stop Career Centers to the larger public. Capacity-building efforts directed toward local workforce development staff included a "simulated career center" in which agency partners showcased their vision of a One-Stop Center in operation. This simulated career center was designed to help conferees understand how a non-program-based case management system could serve multiple target populations. **State of Texas**

Example #2—Designing and Conducting Training Sessions to Orient Local Service Delivery Staff to One-Stop Principles. The state of Maryland has placed a premium on capacity building initiatives to support statewide One-Stop implementation and continued progress. One key training area that received emphasis during the first year of local One-Stop implementation was an *Orientation for Local Staff* that focused on "managing change" and the state's "inverted pyramid" approach to service delivery in a One-Stop environment. **State of Maryland**

Example #3—Having Key Administrators Explain the State's One-Stop Vision to Local Staff. Because system transformation at the local level is viewed as the first priority of the One-Stop initiative, Minnesota has involved top lead agency officials in communicating the state's One-Stop vision to the local representatives of the partner workforce development programs. Key agency commissioners conducted a two-month long tour of all planned One-Stop areas in the summer of 1996 to prepare local sites for One-Stop implementation efforts. At each of the 27 stops on the state tour, state officials asked local partners to detail their local visions and progress in planning One-Stop centers and to describe any obstacles that they had encountered. The tour was viewed as a great success in convincing local staff that the state's commitment to One-Stops came from the highest levels of agency leadership. **State of Minnesota**

GOAL 5. DEVELOP STATE GUIDELINES FOR LOCAL ONE-STOP SERVICES

Most states have developed written guidelines and descriptive evaluation criteria to explain what local One-Stop services should look like. Often these guidelines are used to communicate what is necessary for a service site to receive official certification as a state One-Stop career center. Guidelines are also used by some states to describe the selection criteria for local One-Stop systems or centers interested in receiving One-Stop implementation grants from the state.

Strategy 1. Require or Encourage Specific Services for Job-Seekers

As described elsewhere in this guide, most states encourage local One-Stop centers to develop a tiered structure of services. The first tier of services consists of services that customers can access with a minimum of staff assistance; these are commonly referred to as "self-service" options or "self-access" services. A number of states require local One-Stop centers to offer a menu of self-access services to all individual customers. The self-access services that states most commonly require all local One-Stop centers to provide include the following (listed in order of declining frequency):

- Automated job listings
- Labor market information
- Inventories of education and training opportunities
- Information on careers
- Self-service job search information

- Self-assessment tools, such as self-administered career interest or aptitude inventories.
- Employer profiles, including descriptive information on local firms.

In addition, some states require all One-Stop centers to provide all customers with unified "front-end" services, which may either be automated or provided by One-Stop staff. These services may include the following:

- Unified intake and initial eligibility determination.
- Orientation to available One-Stop services.
- Information about and referral to categorical programs targeted to customers meeting specific eligibility requirements.
- Referral to non-DOL agencies and services, including social services, vocational rehabilitation, and basic education, post-secondary education, or vocational education programs.
- Referral to support services available from One-Stop partners or through referral to other community agencies.

Additional staffed services that some states require all One-Stop centers to provide to all customers include the following:

- Assistance with job search, job matching, or job development needs.
- Basic needs assessment and counseling to help customers identify relevant services.
- Case management upon request.

A few states encourage local One-Stop centers to offer additional enhanced services to all customers on an as-needed basis. Enhanced services that are encouraged, but not required, in these states include group workshops on pre-employment, vocational exploration, job search, and other skills. Although the practice is not yet widespread, a number of One-Stop centers are exploring the feasibility of charging individuals a user fee to receive enhanced services if they are not eligible to receive such services under a categorical funding stream.

Examples of State Guidelines for Job-Seeker Services

Example #1—Requiring Automated Self-Access Services. Maryland has designed a One-Stop service system that is built around identical automated core One-Stop services. The state provides each licensed One-Stop center with these services including software and hardware to support a job-finding cluster, a career-exploration cluster, and a customer-development cluster. Local agencies hosting One-Stop centers must provide a resource area specialist to staff the resource room containing the automated core services. **State of Maryland**

Example #2—Requiring a Broad Menu of One-Stop Services Including Both Self-Access Services and Staffed Services. Texas has identified six core services to be available at local workforce development centers: (1) labor market information; (2) common intake and eligibility determination; (3) independent assessment and the development of individual service strategies; (4) coordinated and continuous case management and counseling; (5) individual referral for services including basic education, classroom skills training, on-the-job training, and customized training; and (6) supportive services. The state's guidelines do not specify how local centers should ration staffed services (e.g., by individual eligibility for specific categorical programs versus by individual need for services). **State of Texas**

Example #3—Encouraging Local One-Stop Centers to Provide Selected Staffed Services to all Customers. Providing good information to One-Stop career center customers is viewed by the state of Indiana as the most important family of One-Stop services. The availability of high quality information through a variety of technology-based mediums is expected to make One-Stop services accessible to a wide base of job-seeker customers. According to the One-Stop vision promoted in Indiana, however, the goal of universal access is not to be realized through self-service options alone. Core services, available to all customers of One-Stop career centers, must also include staffed services such as counseling, assessment, facilitated labor exchange, referral, and case management. **State of Indiana**

Strategy 2. Specify Required Services for Employers

To date, states have tended to offer less detailed guidance to local areas about the delivery of One-Stop services to employers. This may be because the initial attention of the One-Stop implementation states and local sites has been focused on redesigning job-seeker services. However, some states have emphasized the importance of providing a wide range of One-Stop services to business customers and have developed detailed blueprints describing required core services and recommended enhanced services for employers.

Using the designs developed by these states as examples, states might require One-Stop centers to provide universal employer services that include the following:

- *Labor exchange services*, such as job listings, job matching, job development, applicant recruitment, applicant screening and referral.
- *Information about and referral to economic development services and other government-funded programs* to assist qualifying firms in hiring or training workers.
- *Employer access to a skill-based job-seeker pool for review*, using America's Talent Bank or a state-initiated talent bank.
- *Information relevant to business needs*, including labor market information and information about regulations for government programs.
- *Business management and consulting services*, to be provided through referral to agencies with expertise in this area.
- *Seminars on topics of interest to local employers*.

Employer services that states might require local One-Stop centers to provide to employers that qualify for special programs include the following:

- *Downsizing support to employers and their workers* for firms planning large-scale layoffs, to be provided through linkages to the state's dislocated worker unit and state or local rapid response teams.
- *Information and financial assistance* with customized training, manufacturing and technology assistance, or apprenticeship training programs.

Services that some states encourage local One-Stop centers to develop as fee-based services for employers include customized testing and screening of applicants, customized analysis of labor market information, assessment of the skills of the current workforce, and customized training for existing workers or new hires.

Examples of State Guidelines for Employer Services

Example #1—Requiring a Broad Range of Employer Services. To qualify as a One-Stop center in Connecticut, the following business services must be available: (1) *labor exchange and recruitment services*, including job listings, job matching, recruitment and screening of applicants and post-referral follow-up of applicants; (2) *workplace consultation services*, including assistance to employers to help them maintain or attain competitiveness in the marketplace; (3) *workforce development services*, including assistance with customized training, manufacturing and technology assistance, and apprenticeship training programs; and (4) *downsizing supports* to employers and their workers. **State of Connecticut**

Example #2—Specifying Required Employer Services in Detail. Centers in Minnesota must offer the following services to all employers: (1) an employer library and employer seminars, (2) a skill-based job-seeker pool for review by employers, (3) information from agencies specializing in different types of disabilities about how to comply with the Americans with Disabilities Act, (4) provision of available labor market information, (5) referral to economic development services, (6) information about and referral to customized training supports and other employer subsidies, (7) provision of other universal employer services such as job development, access to the statewide job bank, resume-matching services, hiring advice, and information on government regulations for such programs as workers compensation, equal opportunity, and unemployment insurance. One-Stop centers must also provide fee-based or eligibility-based services to employers, including case management services from a designated account representative, employer-requested testing of job candidates, provision of business data and customized analysis of labor market information, customized employee training, skills assessments of incumbent workers, and employer subsidies for hiring or training targeted workers. **State of Minnesota**

Strategy 3. Establish Guidelines for the Co-Location and Integration of One-Stop Services

Most states offer guidelines about how local partners should participate in the delivery of One-Stop services. A number of states require or strongly encourage staff of local partner agencies—particularly DOL-mandated program partners—to be co-located within a single One-Stop facility. Whether or not they require co-location, most states call for participating programs to agree on procedures to refer clients between and among agencies, exchange client-level information, and provide coordinated case management to customers served by more than one agency.

There is wide variation in the guidelines states have developed for the integration of services by One-Stop partners. Minimally, all states require staff from local partner agencies to increase their familiarity with the services available from other programs.

Beyond increased awareness of services provided by partner agencies and programs, some states require only "coordinated service delivery" and ask local partners to describe steps they have taken to minimize duplication of effort across different programs. These states generally defer to local discretion in the design of integrated One-Stop services. Service delivery models developed by local One-Stop centers in these states can range from a "no wrong door" approach—without co-location of local partners—to a fully-integrated approach with integrated service teams and a fully integrated menu of One-Stop services.

Some states have designed more ambitious guidelines for the integration of core services for all One-Stop customers. Examples of integrated services that states may require or encourage include the following:

- Intake
- Assessment
- Case management services
- The provision of labor market information
- Job search training and assistance
- The delivery of services to profiled UI claimants (those identified as likely to encounter difficulty in finding a new job).

Some states recommend that local partners deliver integrated One-Stop services by having each partner specialize and "do what it does best." Others encourage local One-Stop partners to create integrated service teams for shared service functions using pooled staff from multiple agencies.

Examples of State Guidelines on Co-Location and Service Integration

Example #1—Permitting Local Areas to Determine Their Own Level of Co-Location and Service Integration. The key feature of service integration required in all of Maryland's One-Stop centers is the delivery of a standardized and integrated menu of core information services via the state's automated CareerNet system. However, individual local sites may choose whatever level of service integration they want in their local One-Stop system designs, ranging from electronically-linked partners in different physical sites, to multi-service centers with coordinated but separate operations by on-site partners, to integrated staffing of services across program partners. **State of Maryland**

Example #2—Encouraging Local Areas to Develop a Plan for Integrated One-Stop Services. In Minnesota, each local workforce council must develop a plan for the integration of services across ES/UI and JTPA partner agencies, which are required to be co-located within One-Stop centers. The state encourages cross-training of staff and requires centers to promote integration of intake, eligibility determination, assessment, case management, and delivery of services to profiled UI applicants. **State of Minnesota**

Example #3—Requiring Co-location and Development of Integrated Services Contracts. Indiana requires that staff providing services under JTPA, ES/UI, Veterans Employment Services, and Older Worker programs be co-located at One-Stop career centers. The state also calls for local service delivery areas to develop integrated service contracts between the agencies responsible for JTPA and ES/UI services. It is intended that these contracts will enable centers to cross-staff the functions of reception, UI registration, job placement and career counseling. **State of Indiana**

GOAL 6. PROMOTE COMMUNICATION AND COORDINATION AMONG STATE AND LOCAL ONE-STOP PARTNERS

In addition to establishing criteria to guide local One-Stop service design, states have found it helpful to promote state–local and local–local information exchanges. Coordinated information exchanges benefit state One-Stop project teams by informing them about local accomplishments and best practices and making them aware of implementation difficulties that require attention. Information-sharing benefits local One-Stop staff by informing them about how different local areas have designed coordinated One-Stop services and how different sites have addressed similar implementation challenges.

Among the approaches frequently used to promote communication and coordination between and among state and local One-Stop partners are the following:

- Convening local One-Stop center managers and state project teams for regular information-sharing meetings designed to recognize local accomplishments, identify emerging implementation problems, and promote sharing of best practices among local One-Stop practitioners.
- Assigning specific state staff to be local site liaisons responsible for helping local One-Stop sites through the process leading to state certification and providing individualized system-building assistance.

- Holding monthly telephone conference calls to keep state and local One-Stop staff aware of each others' activities.
- Distributing a state newsletter to keep local areas informed about One-Stop issues and progress, especially during planning and early implementation of local One-Stop systems.

Examples of State Approaches to Promote Communication Between and Among State and Local One-Stop Partners

Example #1—Facilitating Two-Way Communication Between State and Local One-Stop Partners. In Texas the state One-Stop project team convenes regional forums to communicate about One-Stop implementation issues with local staff. The project team channels information from local sites to members of the state-level staff groups responsible for designing different aspects of the state's One-Stop system. The state project team also conducts formal bi-annual benchmarking visits to each center and obtains regular progress reports, both formal and informal, on the progress of One-Stop implementation. **State of Texas**

Example #2—Facilitating Networking Among Staff from Different Local One-Stop Sites. The state of Ohio convenes a periodic "partners helping partners" conference to promote exchange of information about best practices among local One-Stop staff. **State of Ohio**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF ESTABLISHING ONE-STOP WORK GROUPS AND PLANNING COMMITTEES

To illustrate how states have used interagency work groups to involve a number of different partner agencies in transforming workforce development systems, we have included materials describing One-Stop work groups established in the states of Connecticut and Maryland.

Attachment 1-A. Connecticut's Framework for Preparation of Its One-Stop Career Center Implementation Plan

An early planning document from the State of Connecticut describes how an interagency Statewide One-Stop Career Center Planning Committee was established to oversee and coordinate efforts by eight other interagency committees that were assigned to develop different elements of the state's One-Stop Implementation Plan. Participants in the interagency planning process included the State Department of Labor (the lead state agency in the One-Stop initiative), regional Workforce Development Boards, and four additional state agencies. A chart illustrates the two-way interaction between state and local planning efforts, with local needs and strategies communicated to the state by local planning committees and statewide standards and practices communicated to local areas to guide local system development.

Attachment 1-B. Maryland's Plan for Second Year One-Stop Implementation Work Groups

Maryland chartered One-Stop work groups to develop and oversee the annual work plans for each year of the One-Stop implementation grant. Attachment 1-B describes the work groups assembled to guide the second-year implementation efforts. Work groups in Maryland included both state and local system experts.

EXAMPLES OF NEGOTIATING INTERAGENCY AGREEMENTS

Interagency agreements are tools to formalize the partnerships formed between and among state agencies. We have included materials describing agreements in Connecticut and Indiana. Additional examples of local cooperative agreements are found in Chapter 2.

Attachment 1-C. Connecticut Works State Agency Partner Summary (March 1996)

Attachment 1-C describes a number of different interagency agreements under development in Connecticut at the state and local levels as of March 1996.

Attachment 1-D. Cooperative Agreement Between the Indiana Division of Disability, Aging, and Rehabilitation and the Indiana Department of Workforce Development (FY 1996)

Attachment 1-D is an example of a cooperative agreement between the Indiana agency responsible for most DOL-funded programs and the state agency responsible for employment programs for older individuals under Title V of the Older Americans Act.

Attachment 1-E. Description of Minnesota's Intra-agency Agreement for the Delivery of Vocational Rehabilitation Services at One-Stop Centers (1995)

In Minnesota, the division responsible for Vocational Rehabilitation services has been part of the state Department of Economic Security for twenty years. As a result, intra-agency negotations resulted in agreements to deliver Vocational Rehabilibation services through One-Stop centers. Attachment 1-E reproduces an article from the state's One-Stop newsletter describing the nature of this agreement.

INFORMATION ON CERTIFYING LOCAL ONE-STOP CENTERS AND SYSTEMS

In a separate report, *Overview of State Certification/Chartering Criteria for One-Stop Career Centers*, SPR has detailed the required partners and programs for each of 12 first-round and second-round One-Stop implementation grant states. Attachments provide examples of state certification requirements in the states of Wisconsin and North Carolina. This report also includes attachments describing how several states monitor local progress in meeting state certification standards.

EXAMPLES OF DISSEMINATING THE STATE'S ONE-STOP VISION AND GUIDING THE DESIGN OF ONE-STOP SERVICES

Attachment 1-F. Materials Describing Connecticut's Vision for Reorganizing the Connecticut Labor Department: "Working With You for a Better Future" (1994)

In 1994, the state of Connecticut prepared materials to orient staff of the State Department of Labor and other agencies to its new vision of becoming a customer-driven, high-performance work organization. The materials included in Attachment 1-F illustrate how Connecticut sought to seek agency "buy-in" and assuage staff fears about the proposed organizational changes.

Attachment 1-G. Minnesota's Framework for Job-Seeker and Employer Services

To guide the development of local One-Stop services, the State of Minnesota developed a framework that defines One-Stop job-seeker and employer services, describes whether services are to be provided to all One-Stop customers ("core services") or limited to individuals eligible for targeted funding streams ("restricted services"). In addition, the Minnesota framework distinguishes between (1) services that must be provided in a standardized fashion at all workforce centers, (2) services that must be provided at all centers, but may be customized to fit local needs, and (3) services that may be provided at local discretion. Attachment 1-G describes how the Workforce Center in Anoka County (Blaine, Minnesota) indicated that it would provide each of the core and restricted services during its first year of operation.

2. BUILDING LOCAL PARTNERSHIPS AND GOVERNING ONE-STOP SYSTEMS

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2. BUILDING LOCAL PARTNERSHIPS AND GOVERNING ONE-STOP SYSTEMS

INTRODUCTION

Forming effective partnerships among the organizations and agencies responsible for various aspects of workforce development service planning and delivery is key to building a local One-Stop system. Although some agencies become involved in One-Stop planning and development because they are mandated to do so, in many sites, local agencies have wide discretion in deciding whether additional partners will be involved in One-Stop system-building efforts and what roles different partners will play in the day-to-day delivery of One-Stop services.

The different agencies and organizations involved in One-Stop planning and system design form partnerships—even though they have distinct missions and goals—because they have common interests. In most sites, agencies participating in One-Stop system-building perceive that the mutual benefits of increased collaboration will include reduced duplication of effort, increased economies of scale, and expanded outreach and service delivery capacities. Successful system-builders also have a commitment to using local partnerships to benefit job seekers and employers through improved accessibility, quality, and customer-orientation of workforce development services.

The change process requires careful planning, the development of trust between managers and staff of the partnering agencies, and, perhaps most importantly, a willingness to compromise. In this chapter we discuss strategies for forming local partnerships to support the One-Stop vision. Specifically this chapter offers suggestions for addressing the challenges associated with:

- Building effective local partnerships.
- Organizing centers into local One-Stop systems.
- Forming local governance structures.
- Staffing coordinated and integrated One-Stop services.

STRATEGIES TO ACCOMPLISH LOCAL SYSTEM-BUILDING GOALS

GOAL 1. BUILD EFFECTIVE LOCAL PARTNERSHIPS

Emerging local One-Stop systems vary greatly in the number and range of agencies involved in the initial stages of One-Stop system building. Some local areas prefer to start with small focused partnerships. These areas concentrate their early efforts on building collaborative relationships among the DOL-mandated partners responsible for ES, UI, and JTPA. Because service coordination linkages with Veterans Employment Services and Title V Older Worker programs are also required for receipt of federal One-Stop implementation grants, all One-Stop partnerships also involve the agencies responsible for delivering these services.

Other local areas feel that it is essential to develop broader partnerships early in the One-Stop planning process. These areas seek to involve a number of organizations in the planning, governance, and delivery of One-Stop services, including community and technical colleges, local educational agencies or school districts, vocational rehabilitation agencies, social service agencies, and economic development entities.

Whether their initial partnerships are broadly or narrowly focused, most sites have found that local partnerships are more effective if they (1) build on existing agency histories of collaboration, (2) expand over time to include the major local agencies with interests in local workforce development and economic development systems, and (3) involve the key agencies involved in local school-to-work and welfare-to-work initiatives.

Strategy 1. Build on Existing Histories of Collaboration

One-Stop systems do not develop in a vacuum. Each agency involved in the One-Stop process has some prior experience collaborating with other local agencies and service providers to build a collaborative system that serves the workforce development needs of individuals or businesses. Further developing and cultivating these existing relationships is critical to building One-Stop partnerships.

Building on previous collaborative efforts has many advantages in the One-Stop setting. First, One-Stop partners that have undertaken coordinated projects in the past begin the One-Stop planning and early implementation process with at least a rudimentary understanding of each other's program goals, eligibility requirements, and reporting responsibilities. Second, partners may already have a clear understanding of how customers could benefit from improved coordination or collaboration across One-Stop partners. Third, and perhaps most importantly, previous successful collaborations make it easier for managers and service staff to meld their different agency "cultures" in pursuit of common goals. The organizational and governance structures developed for previous joint projects may also be transferable to the One-Stop planning process and may help avoid or reduce problems of "culture clash" that frequently occur when different agencies attempt to consolidate their operations.

Build on Histories of JTPA and ES/UI Collaboration

In most emerging One-Stop systems, coordinating the work of the agencies responsible for JTPA and ES/UI services is seen as the most fundamental step of creating an effective One-Stop center. Although the JTPA and ES/UI systems have not always had smooth working relationships in many local areas, many states and local areas already have successful undertaken joint projects. In a number of sites, JTPA and ES/UI systems have learned to collaborate over the last ten years while addressing the needs of dislocated workers affected by large-scale layoffs. Somewhat less frequently, local areas have histories of the co-location of JTPA and ES/UI services that precede the federal One-Stop initiative. JTPA and ES/UI partners with a history of co-location have sometimes developed designs for the coordinated delivery of job search assistance and/or job placement services to their mutual customers. Learning from these previous experiences can greatly facilitate the transition to shared management and delivery of One-Stop services.

Examples of Building on Previous JTPA and ES/UI Collaboration Efforts

Example #1—Building on Efforts to Integrate JTPA and ES/UI Services. For the past decade, the state of Indiana had encouraged the co-location and integration of service delivery systems for JTPA and ES/UI. This experience gave local agencies a strong foundation for forming One-Stop partnerships. In Lawrenceburg, for example, JTPA and ES/UI functions were already cross-staffed even before One-Stop implementation. Staff of partnering agencies had developed interagency service agreements and cost-allocation procedures that permitted individual staff to provide services funded by several different categorical programs administered by different agencies. **Lawrenceburg, Indiana**

Example #2—Building on Efforts to Coordinate Services to Dislocated Workers. Previous collaboration in serving dislocated workers was decisive in making the ES/UI and JTPA agencies willing to consider forming local One-Stop partnerships in New London, Connecticut. In Connecticut, the local ES and JTPA agencies had worked together in the late 1980s and early 1990s to create a series of jointly operated "transition centers" for dislocated workers. These experiences helped to improve substantially the initially tentative relations between these two core workforce development agencies and caused them to think of each other as allies in addressing customer needs. **New London, Connecticut**

Example #3—Building on Efforts to Design Improved Services for Experienced Workers. Local One-Stop partners in Baltimore began planning for the development of an integrated menu of employment and training services that would transcend agency and program boundaries. Previous Job Service and JTPA service models were not varied enough to meet the diverse needs of experienced dislocated workers. Coordinated efforts by local Job Service and JTPA partners to develop "customer-driven" services for dislocated workers as well as early intervention services for UI recipients under the Worker Profiling and Reemployment Services system were catalysts in the movement to reengineer and consolidate local workforce development services. **Baltimore, Maryland**

Build on Local Collaborative Efforts Among Additional One-Stop Partners

In other cases, one or more workforce development partners have benefited from previously developed collaborative linkages with agencies responsible for programs such as vocational rehabilitation, welfare-to-work services, or family and social services. Other local areas have benefited from a general tradition of interagency approaches to address community problems.

In some sites, previous efforts by local agencies to collaborate on the design and delivery of employment services to welfare recipients—e.g., by developing coordinated case management approaches and coordinated or consolidated customer services—have built the foundation for close working relationships between the agencies responsible for welfare-to-work services and other workforce development services. As a result of these previous collaboration efforts, local partners in these sites are often prepared to consider how they might benefit from further integration of welfare-to-work services into the One-Stop service delivery system.

Some local areas have benefited from a strong tradition of local interagency cooperation on a number of different issues, including developing coordinated workforce development and human and family services. In some such areas, local governments have supported the development of broad human resource "campuses" that accommodate a wide range of community service providers, including workforce development agencies.

Examples of Building on Previous Collaborations Involving Additional One-Stop Partners

Example #1—Building on Efforts to Link JTPA and Welfare-to-Work Programs. The broad One-Stop partnership in Anoka County, Minnesota, grew out of a 1988 decision by the county board of commissioners and the JTPA private industry council (PIC) to integrate welfare employment and training programs with JTPA. This has resulted in a long history of collaborative efforts between these two entities that has greatly facilitated the recent co-location of all county welfare workers within the One-Stop center. **Blaine, Minnesota**

Example #2—Building on Evolving Partnerships between JTPA, ES, and JOBS. In Wood County, Ohio, the One-Stop Employment Resources Center grew directly out of previous co-location and service consolidation between the JTPA program and the JOBS program for AFDC recipients. As a result of their ongoing collaboration efforts, both programs had already begun to develop closer ties with ES agency, as it became obvious that job search and employment services were an essential element of comprehensive services to promote customer self-sufficiency. **Bowling Green, Ohio**

Example #3—Building on a Local Tradition of Interagency Problem Solving. A decade-long tradition of developing interagency approaches to solve community problems was influential developing an effective broad One-Stop partnership in Anoka County, Minnesota. In the mid-1980s, this community had developed "fusion teams"—which brought together diverse county, state, and non-profit agencies to work toward the common goal of encouraging child support by non-custodial parents. This partnership process was adapted and applied to the process of planning the local One-Stop system.

Because of its support for collaborative human service approaches, the local community also acquired and donated the land used for the development of a "human service campus" housing over 40 agencies and issued tax-exempt revenue bonds to finance construction of this facility. **Blaine, Minnesota**

Strategy 2. Begin With a Limited Number of Core Partners

Some local sites decide to begin their One-Stop systems by involving a limited number of core partners in planning and integrating on-site customer services. By working with a small number of agencies, local partners can learn how to combine different agency cultures and develop a menu of consolidated services. This experience can later be applied to bringing additional agency partners "on board."

Other local One-Stop partnerships supplement a small number of *core* agency partners—each of which participates in key governance and service delivery functions for One-Stop centers—with a number of *supporting* agency partners that play more limited system roles. Some supporting partners participate in overall One-Stop planning and governance processes but play only a minor role in delivering services at One-Stop centers. Other supporting partners may offer discrete services at One-Stop centers without being involved in the details of One-Stop system planning, governance, or service consolidation efforts. Thus, even in sites that involve only a few core partners, a number of other agencies often contribute in various ways to the overall operation of the local One-Stop system.

Examples of Beginning with a Few Core Partners

Example #1—Developing A Partnership Led by the JTPA Agency with On-Site Participation by the Agency Responsible for ES and UI. At the Eastside Career Center in Baltimore, most full-time staff are employed by the Mayor's Office of Employment Development (MOED), which administers all JTPA-funded services. In addition, a small number of on-site staff are Job Service (ES) employees. Although the community college participates as a member of the local One-Stop planning team and is an important off-site provider of occupational training for individuals and customized training for employers, the core on-site partners at the Eastside Career Center include only the agencies responsible for the ES, UI, and JTPA programs.

Despite a narrow range of participating partner organizations, the Eastside Career Center has made significant progress in marketing enhanced services to employers and broadening the center's customer base to include a wide range of job-seekers, including members of the general public. **Baltimore, Maryland**

Example #2—Developing A Core Partnership Between the State Agency Responsible for ES and UI and Regional Workforce Development Boards. In Connecticut, local *Connecticut Works* Centers are co-sponsored by the state agency responsible for ES and UI and regional workforce development boards, which are responsible for administering JTPA services and basic education preparation for individuals interested in further education or training. As local One-Stop systems develop, regional boards may coordinate a larger number of workforce development funding streams by adding additional local agency partners. However, by state fiat, localcenter management committee members may represent only public or non-profit entities that have training, education, or, employment as part of their mission. **State of Connecticut**

Strategy 3. Create Partnerships That Involve All DOL-Funded Programs

In addition to calling for involvement by the agencies responsible for the ES, UI, and JTPA programs, the U.S. Department of Labor's guidelines announcing the availability of DOL One-Stop implementation grant funds also mandate inclusion within One-Stop centers of Veterans Employment and Training (VETS) services and services provided under the Senior Community Service Employment Program authorized by Title V of the Older Americans Act. Most local areas start with JTPA, ES, and UI agency partners as the core of local One-Stop systems. The challenges and opportunities presented by integrating the two other mandated One-Stop programs—VETS and Title V Older Workers programs—are briefly discussed below.

Veterans Employment and Training Services

In most cases, Veterans Employment and Training Services (VETS) are staffed by the same agencies that provide ES and UI services. As a result, it is usually fairly easy to make VETS services available at One-Stop centers. However, finding ways to integrate the considerable expertise of Local Veterans Employment Representatives (LVERs) and Disabled Veterans Opportunity Program staff (DVOPs) to enhance One-Stop services as a whole has been a continuing challenge for One-Stop systems, due to rules restricting VETS staff from working with customers not specifically eligible for VETS services.

At some centers, it has been possible to develop enhanced roles for VETS staff within One-Stop centers by arranging for individual VETS staff to split their time between VETS-funded programs and programs serving other targeted groups or the general public.

Example of Involving VETS Staff In the Delivery of One-Stop Services

At the time of the evaluation site visit, the veterans' representative at the Lawrenceburg Workforce Development Center had a 50%-time job assignment working with veterans. He had another 50%-time job assignment providing ES services. As a result of holding these two different positions, the veterans' representative was able to engage in cross-training that enabled him to perform any function in the center. All staff within the center believed that all veterans served by the One-Stop center benefited from the veterans' representative's broad job responsibilities.
Lawrenceburg, Indiana

Title V Older Worker Programs

In some local One-Stop centers, the agencies responsible for operating Title V older worker programs arrange for paid staff to provide on-site services to customers who qualify for Title V assistance. Another approach is for participants in the Senior Community Service Employment Program to be assigned to positions as receptionists or resource aides within One-Stop centers. Title V program participants can use their One-Stop center work assignments as opportunities to learn valuable new skills, such as the use of new computer technologies, at the same time that they provide a valuable service to One-Stop customers by helping customers orient themselves and find information in the center.

Examples of Involving Older Worker Program Agencies as One-Stop Partners

Example #1—Housing an Older Worker Program Staff Within a One-Stop Center. In Iowa, funding is available from both Title V and a state-funded older worker program to help older workers pursue their employment needs and interests. An individual employed by the agency responsible for administering the state-funded older worker program is housed within the Des Moines Workforce Development Center and receives referrals of appropriate customers from other center partners. **Des Moines, Iowa**

Example #2—Using a Title V Participant as an Intake Assistant. The intake assistant at the Lawrenceburg, Indiana, Workforce Development Center is a Title V Older Worker program participant. This individual guides customers through the initial intake process and is being trained to provide an initial assessment of One-Stop customers' needs. Seeing this older staff member use computers as part of the intake process helps to reduce some customers' fear of the self-service computer technology that is available at the center. **Lawrenceburg, Indiana**

Strategy 4. Involve Agencies Responsible for Other Workforce Development Programs

In addition to the federally mandated partners, local One-Stop partnerships often include community and technical colleges, secondary educational institutions, vocational rehabilitation, welfare, social service, and economic development agencies, as well as community-based organizations. In addition to these agencies, other One-Stop partners may also include agencies providing health-related and child-care services. One-Stop partnerships involving these agencies are described below.

Agencies Responsible for Welfare-to-Work Initiatives

Many areas have developed One-Stop partnerships that help link DOL-funded workforce development programs and welfare-to-work systems and services. In many sites, core One-Stop partners—particularly the agencies offering ES and JTPA services—also deliver services funded by welfare-to-work programs, either as program administrators or as contracted service providers to state or local welfare agencies. In other sites, human service agency staff or contractors are responsible for the delivery of welfare-to-work services. State or local agencies responsible for assisting individuals to make the transition from time-limited cash assistance to self-sufficiency often find it advantageous to co-locate at One-Stop centers or to be represented by on-site staff offering welfare-to-work and transitional support services to welfare recipients.

Broad partnerships involving welfare-to-work and workforce development agencies can make it easier for both types of agencies to meet their goals by drawing on the combined staff expertise and resources of all programs. Welfare agency staff often have case management expertise and the ability to address a wide range of individual and household barriers to employment (including the provision of supportive services during the transition period). Workforce development staff often have special expertise in career counseling and information about labor markets and training opportunities. When coordinated, services from both funding streams can be combined to address individual customers' needs and interests.

Examples of Involving Welfare-to-Work Agencies as One-Stop Partners

Example #1—Co-Locating Income Maintenance and Child Care Services at One-Stop Centers to Emphasize the Employment Goals of Welfare Reform. Over 100 staff from Anoka County's Income Maintenance Division and the County's Child Care Assistance Division joined the Workforce Center as core partners between mid-1996 and mid-1997. The timing of the integration of income maintenance and child care assistance staff into the Workforce Center is viewed as particularly appropriate, because new state welfare reform measures stipulate that as of July 1997, all TANF recipients with children aged 3 or over will be required to begin looking for work within ten days after finishing a 30-day group orientation. **Blaine, Minnesota**

Example #2—Serving Welfare-to-Work Clients In a Work-Oriented Environment. After co-locating at the Arlington Center to assist customers in the transition from welfare to employment, the JOBS counselor was enthusiastic about the changes she saw in her customers. In particular, she found that exposing welfare customers to the professional atmosphere of the center helped ease the usually difficult transition to work: "*I couldn't even recognize my old customers when they first came in here*," she said. "*Their attitude is so much more professional—you can see that many of them are ready and eager to have jobs.*" **Arlington, Texas**

Agencies Responsible for School-to-Work Initiatives

In some local areas, One-Stop partners are actively involved in local planning for the school-to-work initiative. One-Stop centers in these areas are focal points for school-to-work implementation—partners not only collect and disseminate career and labor market information to schools and youth organizations, but invite youth into One-Stop career centers as direct center customers.

Broad partnerships between the agencies responsible for the school-to-work initiative and workforce development agencies encourage collaboration between general workforce preparation programs, schools, and employers in developing linkages between school and work for young people. With respect to employer customers, coordination between school-to-work and One-Stop partners makes it possible to offer employers a single access point to services to recruit currently qualified workers and help prepare the next generation of qualified workers.

Examples of Coordinating with School-to-Work Partners

Example #1—Making One-Stop Centers the Hub of Electronic Information On Careers and Labor Markets for School-to-Work Partners. The Minnesota Workforce Center–Anoka County is the administrator of a $650,000 five-year school-to-work implementation grant, received in collaboration with five local independent school districts, a community college, and a technical college. As the hub for school-to-work implementation, the One-Stop center partners will coordinate collection and dissemination of career and labor market information to school-to-work partners. **Blaine, Minnesota**

Example #2—Improving Linkages Between One-Stop Partners, Schools, and Employers on Behalf of Youth Customers. At the Waukesha County, Wisconsin, Workforce Development Center, a non-profit agency called Partners for Education is charged with improving linkages between education and business. One project facilitated by this One-Stop partner was an effort to identify youth who are interested in apprenticeship opportunities with local employers. The center also maintains a career library broad enough to serve both youth and adult customers. This library—which has videos on over 100 occupations geared for youth going directly to work after high school, as well as information on two-year certificate programs, four-year colleges, and vocational training programs—receives funding from both school-to-work and One-Stop sources. **Pewaukee, Wisconsin**

Example #3—Directly Serving In-School Youth. In the absence of a strong local school-to-work initiative, local partners within the Des Moines Workforce Development Center developed their own programs targeted to in-school youth. In coordination with individual local high schools, center staff taught a semester-long on-site "Workforce for Teens" career awareness course for young people about to enter the labor market. **Des Moines, Iowa**

Other Roles for Secondary Education Agencies, School Districts, and Community and Technical Colleges

Secondary educational institutions can also be important collaborators in planning to make One-Stop information services available to youth through remote access or cable linkages. In addition, many school districts or consortia may be available to provide on-site services such as adult basic education, English language training, assessment, and career counseling to One-Stop customers.

In some local areas, community or technical colleges may provide on-site education services or they may visit One-Stop centers periodically to provide information and referral to education and training programs. In other areas, community colleges may simply receive referrals or funding support from on-site partners to train One-Stop customers.

Examples of Involving Secondary and Post-Secondary Educational Agencies as One-Stop Partners

Example #1—Involving a Secondary Education Organization as a Key Provider of One-Stop Services. The Eastern Connecticut Regional Education Service Center (EastConn) is a non-profit educational organization created by local education agencies from 36 municipalities throughout eastern Connecticut. EastConn staff at the Willimantic Connecticut Works Center serve customers eligible for JTPA and Older Worker programs, develop all center-wide assessment materials, and train other case worker and counseling staff in the use of these materials. They also disseminate a variety of information on off-site adult and community education opportunities within the region. **Willimantic, Connecticut**

Example #2—Having a Secondary School District Provide On-Site Educational Services to Adults and Youth. Two school districts are represented on the Arlington, Texas, Career Center's site-based management committee. They also provide direct services to center customers. The Fort Worth Independent School District offers on-site evening classes in three levels of English as a Second Language (ESL). The Arlington Independent School District currently manages a JTPA contract with a local alternative high school which tries to get out-of-school youth back into the school system. **Arlington, Texas**

Example #3—Involving a Technical College as a Core One-Stop Partner. The Waukesha County Workforce Development Center is located on the campus of the local technical college. The college has been a core partner throughout all phases of local One-Stop planning and implementation. Technical college employees provide a wide range of on-site services including customized training services for local employers, and assessment and career exploration services for individual customers. **Pewaukee, Wisconsin**

Example #4—Having a Community College Partner Provide On-Site Adult Basic Education Services to One-Stop Customers. The Des Moines Area Community College leases classroom space for two ABE/GED classes at the One-Stop Center. The college is also playing a key role in the operation of a new assessment center within the One-Stop center. Through their liaison staff at the center, the center also maintains coordinated referral linkages with the college's Economic Development Group that provides employee retraining services to expanding and relocating businesses. **Des Moines, Iowa**

Example #5—Using a Junior College Partner to Provide a Range of On-Site Services. Tarrant County Junior College offers adult basic education classes at the Arlington Career Center and contributes staff and funding for an on-site "Learning Center" within the career center. The college also maintains an on-site satellite of its Small Business Development Center, which provides information to persons seeking to start or expand businesses. **Arlington, Texas**

Vocational Rehabilitation Agencies

Vocational rehabilitation agencies or other local partners specializing in services to individuals with disabilities can be valuable partners in providing on-site services to One-Stop customers. Centers can also develop referral agreements with organizations providing specialized services to individuals with particular types of disabilities.

Examples of Involving Vocational Rehabilitation Agencies as One-Stop Partners

Example #1—Involving Several Agencies Serving Disabled Individuals. The local offices of the Texas Rehabilitation Commission are co-located within the One-Stop Center. Staff from this agency provide employment and training services for persons with disabilities, including assessment, case management, job training, and placement services. Goodwill, another key partner in the local One-Stop system that specializes in services to customers with disabilities offers on-site computer and clerical training at the Center. Although Goodwill staff are not co-located at the center full-time, the organization has entered into serious discussions about jointly purchasing a future site with other current One-Stop partners. **Arlington, Texas**

Example #2—Developing An Interagency Agreement to Coordinate Services to Customers with Developmental Disabilities. An agreement between the Indianapolis PIC and the county Vocational Rehabilitation (VR) Agency provides for staff at the Eastside One-Stop Center to work with the VR agency's job coaches to provide employment opportunities for their developmentally disabled clients. **Indianapolis, Indiana**

Example #3—Co-Locating A Variety of Employment-Related Services for Individuals with Disabilities at a One-Stop Center. Achieve, an organization that operates under contract to the County Human Service Division, offers a "sheltered work" environment for persons with developmental disabilities on the same human services "campus" as the Minnesota Workforce Center–Anoka County. **Blaine, Minnesota**

Economic Development Agencies

Because economic development agencies generally have a good understanding of the challenges local businesses face in remaining competitive and usually have already developed good rapport with a wide variety of local employers, they are often perceived as valuable local One-Stop partners, particularly in conducting outreach to employers and developing enhanced employer services, such as services to support business formation, survival, and expansion. From the perspective of the economic development agencies, participation in a local One-Stop system is usually attractive, because the delivery of high-quality seamless labor exchange and other business services can improve the overall competitiveness of local businesses and support local economic expansion goals.

State or local economic development agencies can play particularly effective roles in delivering services to One-Stop business customers. Economic development partners can assist other One-Stop partner agencies in coordinating employer job listings, establishing and operating "business resource areas" within centers, and letting business know about any sources of publicly-funded services designed to assist "at-risk" or expanding firms.

Example of Involving Economic Development Agencies as Local One-Stop Partners

Involving Economic Development Agencies in Expanding One-Stop Services to Local Businesses. The Corporation for Regional Economic Development, a non-profit economic development organization for the Southeast Connecticut region has been an important partner in New London's One-Stop implementation efforts, helping existing businesses in the region to expand their operations and helping new businesses become established. Recently, four staff from the state's Department of Economic and Community Development have co-located with the Business Services Unit of the One-Stop center. **New London, Connecticut**

Community-Based Organizations

Local community-based organizations and organizations contracted to provide services under JTPA or welfare-to-work programs often play key roles in One-Stop center management and the delivery of services to local One-Stop customers. Although some sites consider only public agencies to be core One-Stop partners, others also considered the primary JTPA service provider agencies to be core One-Stop partners.

Examples of Involving Community-Based Organizations as One-Stop Partners

Example #1—Involving Community-Based Organizations in Center Management and Service Delivery. Community-based organizations have historically played important roles in Baltimore in developing neighborhood-oriented improvement initiatives and providing services to local residents. The local One-Stop planning process has recognized the important contribution of community-based organizations and included them as key partners in the Career Center Network. Community-based organizations have been designated as the contracted managers of two of the three full-service One-Stop career centers in the city. **Baltimore, Maryland**

Example #2—Involving a JTPA Contractor as a Core One-Stop Partner. Goodwill Industries was awarded a contract to provide services to JTPA-eligible customers at all three One-Stop Centers. Goodwill had a center co-manager and service delivery staff on site at each of the three centers within the Indianapolis network of One-Stop centers. **Indianapolis, Indiana**

Other Agencies

Other agencies that may be considered desirable local partners in some One-Stop systems include local mental health agencies, organizations serving migrant farmworkers, social service organizations, city health departments, and child care assistance agencies.

Examples of Involving Other Agencies as Local One-Stop Partners

Example #1—Arranging for On-Site Availability of Health and Social Services for One-Stop Customers. The city health department funds a nurse assistant who maintains office hours at Baltimore's Eastside center once a week to provide blood pressure screening and assist Center customers with problems such a weight reduction or referrals for medical problems. Until recent cutbacks eliminated funding for an on-site staff, the local United Way's "Call for Help" program also provided food, clothing, emergency services to homeless individuals, mental health counseling, and other supportive services to One-Stop customers. **Baltimore, Maryland**

Example #2—Involving Several Social Service Agencies in the Delivery of On-Site Services. At the Lake Jackson center, Consumer Credit Counseling Service, a community-based non-profit organization, offers Center customers free counseling in budget planning, dealing with creditors, avoiding bankruptcy, consolidating debt, and managing finances during periods of unemployment. Also, United Way offers various kinds of on-site counseling and assistance at the Center including crisis intervention and other emergency assistance such as referral to food pantries, utility assistance, and transportation to medical providers. The local staff of United Way and the Consumer Credit Counseling Service cross-trained in each other's programs and provided on-site services to Center customers on alternating weeks. **Lake Jackson, Texas**

GOAL 2. ORGANIZE ONE-STOP CENTERS INTO LOCAL SYSTEMS

To ensure statewide geographic coverage, most states have identified local or regional workforce development service delivery areas for the design and delivery of One-Stop services. These service delivery areas are often based on previous administrative boundaries, such as local JTPA service delivery area boundaries. However some states have developed new service delivery areas specifically for One-Stop systems.

States and local areas vary in how many One-Stop centers they plan for each service delivery area and how they plan for One-Stop centers within the same service area to relate to each other. Local systems also vary in the extent to which they achieve an integrated service delivery system by co-locating multiple partners at a single One-Stop facility versus linking multiple service sites electronically. Below, we discuss the varying strategies of (1) operating autonomous centers, (2) developing interdependent networks of One-Stop centers, and (3) developing linkages between on-site and off-site partners.

Strategy 1. Develop Autonomous One-Stop Centers Supplemented by Staffed or Unstaffed Satellite Locations

In some cases, states and local areas develop only one or two "full service" One-Stop centers per service delivery area. These full-service centers offer the distinct advantage of bringing together several One-Stop partners in one place and making a variety of services accessible to customers who visit them. Partners can also build on their co-location in a shared facility by integrating service delivery functions, making services seamless from the point of view of individuals and employers.

In multi-county or rural service delivery areas with low population densities and large distances between centers, however, geographical accessibility to a free-standing One-Stop center is a major concern. Therefore, to reach customers throughout their service areas, some areas with a single full-service One-Stop center develop close coordination linkages (including shared electronic information networks) with additional satellite service sites maintained by staff from local partner agencies—such as stand-alone ES and UI offices. Autonomous centers can also encourage customers to access automated information services by offering remote "dial in" access to information systems by telephone and personal computer.

Other approaches to supplement full-service One-Stop centers include the development of additional self-service locations with public information kiosks or computer work stations in libraries or shopping malls.

Examples of Developing Autonomous One-Stop Centers

Example #1—Developing "Competing" Centers within a Service Delivery Area. The Hamden County Regional Employment Board in Massachusetts created two largely autonomous centers by chartering two different entities to operate "competing" One-Stop career centers within its service delivery area. This is part of an overall strategy to increase the choices available to local customers by encouraging friendly competition among career center operators. Located only about eight miles from its "sister" career center, the FutureWorks Career Center has differentiated itself from the other center by developing services oriented to its distinct local clientele. **Springfield, Massachusetts**

Example #2—Expanding Access through Off-Site Mini-Career Libraries. In the Southeast Connecticut workforce development area, there will eventually be two full-service One-Stop centers. Although they will be overseen by the same regional workforce development board and local One-Stop management committee, each center will be responsible for developing its own cadre of local partners, its own menu of services, and its own local management team.

Additionally, career and labor market information will be available through "mini-career" libraries with networked connections to the One-Stop system, as a result of state-level agreements between Connecticut's Department of Labor and the state library system. **New London, Connecticut**

Example #3—Using Roving Staff to Reach Customers in Rural Areas. The Creston Workforce Development Center serves residents from eight sparsely populated counties in Southwestern Iowa. Staff representing the core partner agencies and programs—including ES, JTPA, Vocational Rehabilitation Services, and the local Area Agency on Aging—have developed an elaborate network of remote service locations throughout the region. Remote service sites include facilities maintained by a variety of entities, including government agencies, community-based organizations, and schools. Individual staff from the One-Stop center in Creston travel to these locations regularly to ensure that customers who cannot access services at the One-Stop center may receive staffed services. **Creston, Iowa**

Strategy 2. Form Local Networks with Interdependent One-Stop Centers

In contrast to developing relatively autonomous One-Stop centers, some areas have chosen to develop interdependent One-Stop networks within local service areas. This approach has been used most frequently to address the particular service delivery challenges faced by urbanized areas that have a highly diverse customer base. Although the services offered are sometimes differentiated to respond to their specific customers' needs and interests, the different One-Stop centers within interdependent networks usually share a single or overlapping management structure, a common service philosophy, and guidelines propounded by a shared local system-level policy or advisory board.

Examples of Forming Interdependent One-Stop Networks

Example #1—Designing a "Tiered" Network Approach. When fully developed, the Baltimore One-Stop network will include:

- Three *full-service career centers* offering a comprehensive menu of staffed and self-service options, open to the general public as well as individuals qualifying for targeted services;
- A number of *specialized centers* including free-standing Job Service offices with limited ES/UI services, centers specializing in youth services, and centers specializing in services to welfare-dependent families; and
- A network of *satellite "village centers"* staffed by community-based organizations that will conduct outreach to residents of targeted low-income neighborhoods, provide counseling on education and employment, and refer interested residents to services available in other network locations. **Baltimore, Maryland**

Example #2—Using a Network to Ensure Customer Access in a Large Metropolitan Area. The Arlington Career Center is one of seven One-Stop centers in Tarrant County that are administered by two different organizations. A single workforce development board has recently been formed to provide unified policy oversight over what used to be two distinct JTPA service delivery areas. An electronic communications network links all centers and the office of the local policy board.

The partners in the Tarrant County Career Center network have adopted a flexible network approach to the provision of One-Stop services, with each of the seven full-service Career Centers in the County offering a different configuration of co-located and "no wrong door" linkages to comprehensive services for Center customers. **Arlington, Texas**

Strategy 3. Coordinate Referrals to Off-Site Partners

Full co-location of all local One-Stop partners may not always be feasible. Because of this, local sites may choose to develop extensive and coordinated referral linkages with non-co-located or "supporting" partners. Services available through referral to off-site partners often include: (1) business services offered by community colleges or local economic development agencies, (2) education and training services available from local secondary and post-secondary education and vocational training programs, (3) vocational rehabilitation and welfare-to-work services from partners not co-located at the One-Stop center; and (4) family, health, and social services available from a variety of public and private community agencies.

Examples of Developing Alternatives to Full Co-Location

Example #1—Using Out-Stationed Staff and Nearby Service Sites to Promote Service Coordination Among Local Agency Partners. At the Arlington Career Center in Texas, facility constraints prevented the full co-location of ES, UI, and JTPA partners at the time of the site visit. However, some ES staff were out-stationed at the One-Stop center and the rest of the ES and UI staff were located in a separate service site only a block away and were readily available to One-Stop career center customers. **Arlington, Texas**

Example #2—Offering Integrated Intake with Co-Located Agency Staff One Afternoon a Week. At the Wood County Ohio center, co-location of all mandatory partners was required at least one afternoon a week. At the pre-arranged time, all partners out-stationed staff at the center to provide information, intake, and referral to all services provided by local partners. At other times, services provided by the JTPA and welfare-to-work programs were available on-site, while staff from other agencies could be reached by phone or using electronic linkages to their "home offices." **Bowling Green, Ohio**

Example #3—Referring Employers to Enhanced Services Available from Partner Agencies at Other Locations. The local One-Stop center in Columbia Maryland informs employers about enhanced employer services available from the Howard County Community College and the Business Resource Center of the local Economic Development Authority. Both of these partners offer a range of employer services, including business planning, business counseling, employer seminars, customized training, and relocation information and assistance. **Columbia, Maryland**

GOAL 3. FORM EFFECTIVE GOVERNANCE STRUCTURES FOR LOCAL ONE-STOP SYSTEMS

States and local areas have adopted varied governance and management structures for One-Stop centers and networks. In most cases, however, One-Stop partners have developed governance and management structures at three distinct substate levels. In this section, we discuss the different approaches One-Stop partners may use to (1) guide local One-Stop systems, (2) manage One-Stop centers, and (3) plan for continuous improvement of center-based operations. These strategies are used in combination to govern most local One-Stop systems.

Strategy 1. Develop Governance or Advisory Bodies to Guide Local One-Stop Systems

One-Stop systems are often overseen by local or regional governance or advisory bodies. In some cases, these policy bodies consist of managers from the different agencies involved in One-Stop system planning. More often, they also include representation from local elected officials, economic development entities, educational institutions and organizations, social services agencies, and community-based organizations.

States vary considerably in the level of guidance they give to local One-Stop systems on the roles and composition of One-Stop policy and governance bodies. One possible approach is for states to allow local service delivery areas to use existing structures—often JTPA private industry councils (PICs)—as the governance boards for local One-Stop systems. Another approach is for states to require that One-Stop systems establish new governance structures—often referred to as Workforce Development Boards. In general, local policy boards are intended to represent the interests of all major stakeholders in the new system. In many cases, these new boards grow out of local or regional planning committees established during the planning phases of One-Stop implementation.

Where PICs are designated as the governing bodies for the local One-Stop system, their roles are often substantially different from the role they play under the JTPA program. In JTPA, PICs frequently play a dual role of providing program oversight and delivering services to customers. In the One-Stop system, local policy boards may be encouraged or required to separate the oversight and service delivery roles by moving away from the direct delivery of services.

The responsibilities of local One-Stop policy bodies usually include: (1) assisting in the development of agreements among local partners and approving those agreements, (2) ensuring that local One-Stop centers and systems are implemented in accordance with local and state agreements, (3) overseeing the day-to-day management of One-Stop systems, (4) providing oversight of local financial practices, and (5) reviewing performance of the One-Stop system as a whole and individual workforce development programs and ensuring that required performance standards are achieved.

Some states also delegate to local policy boards the responsibility for selecting One-Stop center operators and/or certifying One-Stop centers using criteria established by the state.

Examples of Developing Policy Bodies for Local One-Stop Systems

Example #1—Emphasizing Local Initiative. State legislation in Texas created workforce development service areas and encouraged local areas to form Workforce Development Boards to designate local service providers and oversee the design and operation of local One-Stop centers. In areas where they have begun to operate, boards have assumed many of the planning, monitoring, evaluation, and fiscal functions for all local workforce programs. For example, in the 13-county Gulf Coast area containing Houston and Galveston, the Workforce Development Board will have broad-ranging responsibility for regional workforce development services, including ES, UI, JTPA, school-to-work, welfare-to-work, adult basic education, and proprietary vocational education programs. **Lake Jackson, Texas**

Example #2—Designing Governance Structures In a Competitive Context. In Massachusetts, Regional Employment Boards "charter" local One-Stop center operators. These charters are revocable if center operators fail to meet identified performance benchmarks. The Board responsible for the Springfield center was one of the first in the state to engage in a competitive bidding process for operating One-Stop centers, seeking "innovative partners" who would provide creative customer-oriented services. During its first year of operation, the Springfield center—operated by a private for-profit entity—implemented a new menu of services for employer and job-seeker customers. **Springfield, Massachusetts**

Example #3—Encountering Resistance to Local Policy Boards. In Wisconsin's Waukesha County, the proposed creation of a new local governance body was met with substantial resistance. During its early planning and implementation phases, the local One-Stop center was guided by a collaborative planning team consisting of a representative from each of the core public agency partners, including the local Job Service, JTPA PIC, JOBS administrative entity, and the local Technical College.

When the state called for the establishment of local human resource investment boards to oversee local One-Stop systems, Waukesha's One-Stop partners were opposed to what was perceived as another layer of bureaucracy. They were also concerned about the potential disruption of their own consensus-based collaborative decision-making process, which they believed worked exceptionally well. In the face of opposition from a number of local areas, the state postponed establishing formal local One-Stop governance boards. **Pewaukee, Wisconsin**

Strategy 2. Design Center and Network Management Structures

One-Stop partners formed a variety of structures for the day-to-day management of their One-Stop systems. These ranged from having a single director with overall authority for policy and management within a center to shared center management using a management team representing multiple agency partners.

Single Manager

Some centers have designated a single individual as One-Stop center director or manager. This individual is usually responsible for coordinating shared center facilities, equipment, and services. The single-manager system has several advantages, including having only one person responsible for final decisions about day-to-day center operations.

A potential disadvantage of the single-manager model is that other partners may feel that the agency for which the manager works has disproportionate influence in formulating center-wide policies. To ensure that all partner agencies will have the ability to influence decisions about center-wide management, many sites with a single center director also convene an interagency management committee. The interagency committee provides a forum for interagency planning and resolution of sensitive operational issues, such as how to share space and equipment, how to establish staff duties and work assignments, and how to coordinate the delivery of services to individual and employer customers.

To avoid tensions between partner agencies over decisions made by a single center manager, some sites have hired a One-Stop center manager not previously affiliated with any of the local partner agencies.

Examples of Using a Single Center Manager

Example #1—Designating the JTPA Director as Center Manager. The Creston center is managed by the JTPA director who is responsible for overall management of the shared physical facility and day-to-day center operations. The director also serves as the primary liaison between the various state agencies, departments, and programs represented at the center. The center director coordinates closely with the Employment Service office manager in administering the center's day-to-day functions. **Creston, Iowa**

Example #2—Using a Single Center Manager Supported by a Team of Individual Program Managers. In Lake Jackson, Texas, the center formed a management team that included a single center manager as well as supervisors for the UI, ES, JTPA, JOBS, and VETS programs—all of whom were employed by the same state agency. This management committee was jointly responsible for day-to-day administration, staffing, and scheduling decisions. Management committee meetings also provided opportunities to coordinate center activities, share information on service provision, and establish long-range planning goals for the center. **Lake Jackson, Texas**

Dual Managers

Another approach is to designate two representatives of key partners as co-managers within a partnership of equals. Although this is helpful in avoiding the perception that there is a single "lead agency," it can make it more difficult for the center managers to make timely decisions.

Examples of Using Dual Center Managers

Example #1— The lead staff responsible for providing welfare-to-work and JTPA services in the Wood County Employment Resource Center were designated as co-managers of the center. These co-managers jointly oversaw center operations, assisted in resolving conflicts among partners, and carried out the action plans approved by the center's governance council. Each co-manager also had specific responsibilities. The welfare-to-work co-manager chaired the center's interagency team while the JTPA co-manager was in charge of overseeing the financial aspects of center operations. **Bowling Green, Ohio**

Team Management

In another approach, management is conducted by a committee representing all core agency partners. Each member of the management team is individually responsible to his or her own agency for specific program-related duties. As a group, the management team provides oversight and management of shared One-Stop services. Advantages of this approach are that responsibility is shared equally among core partners. A potential disadvantage is that the process of building consensus tends to be difficult.

Examples of Using Team Management

Example #1—Using an Interagency Steering Committee. In Anoka County, Minnesota, day-to-day management of the center is provided by a steering committee that directs and coordinates center operations. The steering committee is co-chaired by the directors of four core agency partners within the Center and meetings are attended by representative staff and directors from all agency partners. The steering committee makes recommendations to the local One-Stop governance body on issues of service improvement, provides input to the preparation of the center's budgets and service coordination plans, oversees customer satisfaction and outcome measurement, and maintains ongoing communication with front-line staff on a variety of policy, funding, and operational issues. **Blaine, Minnesota**

Example #2—Management by a "Partners Group" Consisting of All Public and Private Non-Profit Center Partners. The One-Stop center in Des Moines, Iowa, is managed by an interagency team that guides use of the shared facility and the consolidation of core One-Stop services. Center management is shared by senior staff from all eight core partners at the center. **Des Moines, Iowa**

Example #3—Combining a Collaborative Management Team with a Single Center Manager. The day-to-day operation of the Waukesha County Workforce Development Center is overseen by a management team consisting of top-level representatives from six of the key partner agencies at the center. All center partners contribute to the salary of a center manager who coordinates common functions and facilitates planning for integrated services. **Pewaukee, Wisconsin**

Strategy 3. Develop "Operations Teams" to Plan for Continuous Improvement of One-Stop Operations

Many One-Stop centers form interagency operations teams to facilitate coordination and to develop operational procedures for the center. In some cases, task-specific teams are formed to solve particular problems or conduct specific collaborative projects. In other cases, One-Stop centers have established on-going operational committees with specific responsibilities for coordinating One-Stop operations.

These interagency teams play key roles in shaping One-Stop center policies and service designs to address such issues as (a) how to teach customers to use self-access services, (b) how to cross-train staff to assist customers in resource areas and provide job placement support services, (c) how to provide integrated services in such areas as assessment, vocational counseling, and case management.

Examples of Developing Operations Teams

Example #1—Using Center-Wide Teams to Address Specific System-Building Issues. In the Springfield, Massachusetts, FutureWorks Career Center, a career development team coordinated with resource room staff to identify providers of training for specific career areas. A "No Excuses" team was also formed to improve the customer focus of services and use customer feedback in its continuous feedback process. **Springfield, Massachusetts**

Example #2—Using Interagency Teams to Design Integrated Services. At the Minnesota Workforce Center–Anoka County, several operations committees, composed of front-line and supervisory staff, have been formed to coordinate the various common service functions including intake, information services, assessment and career planning, job search, training, and case management. **Blaine, Minnesota**

Example #3—Involving Front-Line Staff in Teams to Design Core One-Stop Services. In Willimantic, Connecticut, there are a number of committees and work teams comprised of local front-line staff. These teams meet to share ideas on improving the integration and delivery of services to customers. Two of the most active committees are a Workshop Committee, which decides what workshops will be offered at the Center, and an Assessment Team, which coordinates assessment methods. **Willimantic, Connecticut**

GOAL 4. DEVELOP STAFFING ARRANGEMENTS TO SUPPORT COORDINATION AND INTEGRATION OF ONE-STOP SERVICES

Local One-Stop partners have adopted several different approaches to staffing coordinated customer services within One-Stop systems.

One approach is to consolidate the staffing of a few customer services—such as customer reception and support of customers using self-access resource areas—but to maintain separate staffing of all other customer services. To reduce duplication of effort and create a seamless menu of services from the customer perspective, some local One-Stop systems with distinct staffing assignments have different agency partners specialize in the delivery of different services.

Another approach is to assign staff from multiple One-Stop partner agencies to coordinated or consolidated service teams for the delivery of shared customer services such as assessment, delivery of employment preparation workshops, job development, and job placement. The creation of consolidated service delivery teams can be accomplished either informally or through the formal development of new job descriptions and job assignments. The development of new formal job descriptions and consolidated staff functions often requires center managers to negotiate with unions about job duties and appropriate salary levels, but leads to a clear description of job responsibilities and the knowledge and skills needed to serve customers in an integrated One-Stop setting. Working out these issues can be a formidable and time-consuming challenge in sites that attempt to create new job descriptions.

Informal assignment of staff from different agencies to a consolidated service team requires less initial investment, but can lead to inconsistencies in work procedures and inequities in compensation, work hours, and staff policies across team members who work for different agencies. Another challenge for sites that attempt to create integrated service delivery teams, either formally or informally, is the need to meld the "cultures" of the participating agencies and address staff fears about organizational change. As described in greater detail in Chapter 5 on *Building Staff Capacity*, cross-training is often essential to improve coordination of services by on-site agency partners when separate programs continue to operate independently. Cross-training of staff becomes even more essential when staff from different agencies work together in consolidated functional service teams.

Integrated work teams also pose a challenge to staff supervision procedures if staff employed by several different agencies are working together on the same team. To address this challenge, some centers draw a distinction between "formal" and "functional" lines of supervisory authority. For example, in one local site, managers from all participating agencies entered into a written contract stating that managers from each participating agency retained *formal* supervisory responsibility for the individuals employed by that agency, but allowing individuals from other agencies to provide *functional* supervision of staff.

Examples of Staffing Arrangements to Further Integrated Services

Example #1—Achieving Coordinated Center Services Without Integrating Staff Across Categorical Programs. With the exception of Title V programs for Older Workers, all core programs at the Lake Jackson center are administered by the new superagency—the Texas Workforce Commission. Although ES and UI staff were integrated prior to the One-Stop initiative, other programs, such as VETS and JTPA services, continued to be staffed separately from the ES and UI functions. Supervisors for all core programs—ES, UI, VETS, JTPA, and JOBS—meet with the Center site manager in weekly site-based management meetings to coordinate activities of their staff. **Lake Jackson, Texas**

Example #2—Assigning Staff to Functional Teams to Achieve Service Integration. Several years before the state received a federal One-Stop implementation grant, staff at the Workforce Development Center in Lawrenceburg, Indiana, began organizing center staff by job function rather than by individual categorical program. Functional teams were established for the delivery of reception, assessment, case management, job development, and employer services.

Managers from all participating agencies entered into a written contract that retained formal supervisory responsibility with the agency that employed each individual, but allowed individuals from other agencies to provide functional supervision of staff. **Lawrenceburg, Indiana**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF FORMING LOCAL ONE-STOP PARTNERSHIPS

Attachment 2-A. Organizational Overview of Anoka County, Minnesota, One-Stop System

This attachment consists of a chart describing the organizational structure of the Minnesota Workforce Center–Anoka County, including the different agencies that belong to the local One-Stop Coordination and Planning Group. The attachment also shows what interagency committees have been formed to develop and oversee different aspects of One-Stop services.

Attachment 2-B. Excerpts from Wisconsin's Guide to Convening Local Collaborative Planning Teams (1993)

Attachment 2-B is excerpted from a "Job Center Technical Assistance Guide" prepared by the State of Wisconsin to assist local sites in developing One-Stop partnerships and designing One-Stop service delivery systems. The attachment describes features of successful local planning structures and provides two examples of model local planning structures drawn from pilot One-Stop sites in Wisconsin.

Attachment 2-C. Meet the Agencies Combining Talents at the Workforce Development Center in Waukesha County, Wisconsin

Attachment 2-C summarizes the missions of the different agencies that participated in the development of the One-Stop center in Waukesha County, Wisconsin and describes how integration benefited each partner agency.

EXAMPLES OF DEVELOPING INTERAGENCY AGREEMENTS

Attachment 2-D. Tarrant County Career Centers Coordination Agreement (1996)

Attachment 2-E. Memorandum of Understanding for a Workforce Development Center in Waukesha County, Wisconsin (1992)

Attachment 2-F. One-Stop Career Center Non-Financial Agreement for Service Delivery Area 12, Anoka County, Minnesota (1994)

EXAMPLES OF FORMING LOCAL ONE-STOP NETWORKS WITH MULTIPLE SERVICE SITES

Attachment 2-G. Tarrant County (Texas) Career Centers: One-Stop Access Points

Attachment 2-H. Minnesota Workforce Center-Anoka County

EXAMPLES OF MANAGING LOCAL ONE-STOP PARTNERSHIPS

Attachment 2-I. Day-to-Day Coordination Procedures for the New London *Connecticut Works* Center

Attachment 2-J. Staff Committees Formed to Guide One-Stop Design and Operations at the Minnesota Workforce Center in Anoka County

Attachment 2-K. Building Teamwork and Linking One-Stop Staff Using a Center Newsletter: Minnesota Workforce Center in Anoka County

Attachment 2-L. A Newsletter Article Describing a One-Stop Partner Retreat in Lucas and Wood County, Ohio

SPR

SOCIAL POLICY RESEARCH ASSOCIATES

Creating Workforce Development Systems That Work: A Guide for Practitioners

Part II. Building the Infrastructure to Support One-Stop Systems

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3. DEVELOPING APPROPRIATE PHYSICAL FACILITIES

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3. DEVELOPING APPROPRIATE PHYSICAL FACILITIES

INTRODUCTION

"When our customers enter a Workforce Center, they should find something different and better, not just the same old stuff with a new coat of paint."

One of the most challenging tasks for One-Stop systems is developing the physical facilities to house One-Stop operations. Creating a One-Stop center can involve "starting from scratch" by selecting a new location and designing new space. But because of existing leases and resource constraints, One-Stop systems may not be able to start by co-locating all partners.

Even when One-Stop systems cannot completely co-locate all partner operations, however, a transformed physical facility can be a key factor in achieving the One-Stop goal of providing customer-friendly services, comprehensive self-access services, and enhanced employer services. In effect, the physical facilities that house One-Stop centers become the tangible evidence of how states and local areas have realized their One-Stop visions.

This chapter discusses the range of activities and strategies that One-Stop state and local sites can use to create their physical facilities in accordance with the following goals:

- Provide state support for the development of appropriate facilities.
- Accommodate the co-location of One Stop partners.
- Design facilities that support integrated staffing and services.
- Design facilities that are professional and "user friendly."
- Design centers that are accessible to customer groups with special needs.

GOALS AND STRATEGIES FOR DEVELOPING APPROPRIATE PHYSICAL FACILITIES

GOAL 1. PROVIDE STATE SUPPORT TO DEVELOP APPROPRIATE FACILITIES

States can play important roles in supporting the development of local One-Stop center facilities. Some states may find that having a role in local facility development is a new experience; before the One-Stop initiative, many states had left facility leasing and development to the local program offices. However, establishing viable physical facilities to reflect the new One-Stop concept is difficult, and local areas can benefit from state guidance and financial support in developing their physical facilities.

Strategy 1. Develop State Policies to Guide Local Facility Development

States can influence the development of local One-Stop facilities in several ways. One approach is for states to provide *explicit guidelines* about how One-Stop facilities should be developed. Although states can issue strict guidelines, such a prescriptive approach may not accommodate local constraints, such as existing leases or local costs of facilities. Alternatively, states can provide general guidelines and seek consultation with local key actors and partners about the best way to meet state guidelines within local constraints.

Areas that states can address in facilities guidelines include:

- *Specific procedures for leasing a building.*
- *Specific design features required for local One-Stop centers*, such as requirements that the floor plan encourage opportunities for team building and partnering.
- *Agencies and partners that should be co-located at One-Stop centers.* For example, many states' certification requirements indicate that DOL-funded partners should be co-located or occupy contiguous spaces.
- *Procedures for ensuring geographic accessibility* of One-Stop facilities, such as requirements for mobile outreach facilities in rural communities.
- *Requirements that facilities be in compliance with the Americans with Disabilities Act* (ADA).
- *Requirements that One-Stop facilities be open evenings and weekends.*

A second approach is to influence One-Stop facilities through other mechanisms, such as monitoring and technical assistance. These mechanisms include:

- *State review of facility plans* to evaluate space utilization and design.
- *Site visits by state monitors* to evaluate the appearance of One-Stop centers.
- *State review of customer satisfaction data* related to local center appearance and layout.
- *Dissemination of information about model facilities,* along with encouragement to emulate those models.

Although many state policies encourage the development of appropriate facilities, states should be aware that some policies may inadvertently hinder the development of appropriate One-Stop facilities. For example, state policies that prohibit lease "buy-outs" may delay local sites in their efforts to co-locate One-Stop partners and integrate One-Stop Services.

Examples of Developing State Polices to Influence Facilities Development

Example #1—Providing Written Guidelines for Developing Local Facilities. Connecticut provides guidelines on specific aspects of facilities development. It disseminates a "Tenant Improvement and Leasing Standards" booklet for all sites. Among the many subjects covered are sections on leasing, building standards, and requirements for standard rooms (e.g., for conferences, orientations and training, public resource rooms, offices and lounges). A "One-Stop Model Office Plan" is used as a template for typical designs. The template includes a detailed checklist of the steps necessary to find a suitable site, negotiate with landlords, prepare leases; construct and renovate facilities, and move to a new site. **State of Connecticut**

Example #2—Influencing Facilities Through Other Mechanisms. Indiana promotes appropriate One-Stop facilities through a number of policies. The state encourages One-Stop centers to emulate the design features of their "model" site, the Eastside Workforce Development Center in Indianapolis, which involved state and local staff in the design process to ensure appropriate physical design and layout. The state also mandates that certain kinds of information be available in local centers' information resource area; office equipment must be available to facilitate business services; and consideration be given to customer comfort, privacy, and convenience. State teams "monitor" the appearance of their One-Stop centers during annual site visits and review customer satisfaction survey results about center appearance. **State of Indiana**

Example #3—Promoting Flexibility for Local Sites within State Requirements for Certification. To be certified as a Workforce Center in Minnesota, service providers must be co-located and occupy contiguous spaces. If local facilities can be adapted, local sites are asked to design the center to include a common reception area and configure the floor plan so that it encourages team-building and partnering in the provision of services. However, the state has not developed specific guidelines for local site development, although state representatives will meet with local key actors to discuss site design, if asked. Otherwise, locals are given the responsibility to determine the suitability of their local facilities. **State of Minnesota**

Strategy 2. Encourage Use of Implementation Grant to Support Local Development of Physical Facilities

Another strategy for states to support the development of One-Stop facilities is to encourage their local sites to use a portion of their One-Stop implementation grant for one-time costs of modifying their facilities. States can encourage local areas to use One-Stop implementation grant funds for: (1) remodeling shared One-Stop facilities—including removing walls that had previously divided space occupied by staff from different agencies; (2) redesigning reception or other areas in the center; (3) purchasing equipment, supplies and multi-media reference materials to equip One-Stop career resource rooms; (4) purchasing compatible phone systems; and (5) complying with federal ADA requirements.

Example of Using Implementation Grants to Support Development of Physical Facilities

Example #1—Using Implementation Grant Funds to Remodel Facilities. Iowa encourages its One-Stop sites to use One-Stop implementation grant funds for various remodeling projects. The center in Creston used most of its grant to remodel its new facility by removing a wall between two partner-occupied spaces and installing a new telephone system. The center in Des Moines used grant funds to remodel the center's customer reception desk and to furnish a shared assessment center. **State of Iowa**

GOAL 2. ACCOMMODATE THE CO-LOCATION OF ONE-STOP PARTNERS

Co-locating key partners in One-Stop centers not only benefits customers—by making services seamless and convenient to access—but also benefits staff—by making it easier to support staff team-building, to coordinate activities, and to cross-train staff in other programs. The first strategy presented below, therefore, is to develop physical facilities to achieve full co-location. However, even though One-Stop systems may recognize the advantages of co-location, not all systems can immediately accommodate all their partners in a single location. The second strategy, therefore, is to make interim arrangements to begin the process of co-location.

Strategy 1. Create Facilities That Accommodate all Partners Wishing to Co-Locate

Some local One-Stop systems are able to accommodate all or most partners' offices in the same location. One-Stop systems that can immediately accommodate co-location often have alternative sources of funding to support facility development (e.g., from foundations or local governments) and have a prior history of collaboration among both DOL-funded agencies and other key One-Stop partners.

Even when co-location in a single building is not possible, One-Stop partners can co-locate in a single "campus." Under this approach, various partner agencies are housed within the same complex of buildings. This makes it convenient for customers to access the partners' services and allows staff to interact frequently. A single campus also facilitates partner agencies being "on-site" when needed—for example, to provide on-site Job Clubs or GED classes.

Examples of Accommodating Partners at a Single Location or Campus

Example #1—Co-Locating One-Stop Partners in a Single Integrated Facility. The Waukesha County (Wisconsin) Workforce Development Center's key partner agencies had been working collaboratively for several years prior to the opening of the center in 1995. All core partners in this center are located in a single building, which was designed specifically to house the One-Stop services on the campus of the Waukesha County Technical College. Core partners include the agencies responsible for ES, JTPA, JOBS, county health and human services, and economic development, and the local technical college. Other local partners that are also located at the center provide specialized services to targeted populations. The facility was built with funds donated by the local technical college. **Pewaukee, Wisconsin**

Example #2—A One-Stop System Located on a Shared "Campus." The Minnesota Workforce Center–Anoka County is located at the Human Services Center, on ten well-landscaped acres. Reasonable rent and several floors of space contribute to the relative ease of co-location of six major partner agencies; it also enables a total of 24 agencies to be located within the complex. Key One-Stop partners include the mandated workforce development programs as well as county agencies representing welfare, social services, and mental health programs. Although Anoka County received One-Stop implementation grant funding to assist with remodeling costs, the physical facility also was cooperatively supported by many other funding sources, including city funds, local non-profit agencies, and a local foundation. **Blaine, Minnesota**

Strategy 2. Redesign Existing Facilities to Accommodate Key Partners

One-Stop systems may face a variety of barriers to immediately achieving their desired level of co-location, including:

- *Existing leases.* Leases with several years left, particularly in states that prohibit lease buy-outs, often prevent key partners from moving immediately to a shared facility. In these cases, it may be possible to remodel adjacent spaces.
- *Lack of appropriate sites.* A single site must be large enough to accommodate all partners wishing to co-locate, with space appropriate to accommodate resource libraries, classrooms, and retrofitting for individuals with disabilities. Such a site is not always immediately available.
- *Limited budgets.* Budget limitations also influence site selection and physical accommodations, particularly when local sites have no alternative funding beyond that provided by states through One-Stop implementation grant funds.

When space is not available for all partners that want to be located in the same facility, One-Stop systems can begin by co-locating some agencies—usually DOL-funded programs—and develop alternative ways to collaborate with other partners located off site. One approach is for partners whose main business location is elsewhere to outstation a staff member at the One-Stop center, usually for several days a week. A second approach is to develop electronic linkages between on-site and off-site partners. A third approach is to have off-site partners locate in a nearby location.

Examples of Redesigning Existing Facilities to Accommodate Key Partners

Example #1—Redesigning Existing Facilities to Accommodate Partners Located Nearby. Core partners are co-located in a small strip mall and jointly manage a center that houses the ES, UI, and JTPA staff. Nearby spaces accommodate additional One-Stop related services. JTPA continues to lease its previous site, which is located in the same mall and is equipped with computer terminals used for classes and cubicle-style office space. This space is now used by off-site partners to outstation staff for specific purposes. For example, the local community college and provides ABE/GED classes and workshops to One-Stop center customers in this extra space. A Business Resource Center, also located nearby, provides services to employers. Thus, while these organizations have their main offices elsewhere, they can conveniently provide the appropriate services on-site at the One-Stop center. **Columbia, Maryland**

Example #2—Remodeling Facilities to Accommodate Off-site Partners. The facility housing the Employment Resource Center in Bowling Green, Ohio, was previously used to house JTPA and JOBS staff. When it was designated as the county One-Stop center, parts of the building were remodeled to accommodate partners that outstation staff at the center one day a week. Electronic linkages—to be completed during the second year of implementation—will enable off-site partners to access automated services remotely and make client referrals when they are not on site. **Bowling Green, Ohio**

Example #3—Developing Electronic Linkages with Partners that Cannot be Located On-Site. To address the need to communicate among local partners located throughout the Baltimore Career Center Network, local partners are developing an automated scheduling network to link different service sites. Staff at any networked site will be able to dial in to the scheduling bulletin board to pull up schedules for workshops, counseling sessions, or training sessions offered at any site and to schedule a customer for an available time slot. **Baltimore, Maryland**

GOAL 3. DESIGN FACILITIES THAT SUPPORT INTEGRATED STAFFING AND SERVICE PROVISION

Once decisions are made about the site (i.e., moving to a new facility or remodeling an existing one), the next step is determining how to configure the available space to facilitate the integration of staff and services. One-Stop centers often need to include the following spaces to support shared functions: (1) a common "entry" space or reception area; (2) common resource and information areas; (3) shared office space; and (4) shared conference rooms and class.rooms. Approaches to configuring each of these areas are described below.

Strategy 1. Configure Space to Accommodate a Common Reception Area

One-Stop centers almost always have an integrated reception area. Commonly located immediately inside the entrance, the receptionist or "service representative" is seated behind a desk or counter. This arrangement allows a single staff person, usually funded by multiple agencies, to help customers access the appropriate services and begin the preliminary eligibility determination process. Chairs or sofas, sometimes tables with chairs, are arranged near or within the reception area so customers do not have to stand in line while they wait to see staff.

One-Stop centers can also design reception areas so *that customers can make good use of their time* until staffed services become available. One approach is to place television monitors in the reception area so that customers can view videos that provide a short orientation to the center and information about center services. Many reception areas are also supplied with written materials to inform customers about the center or provide information about the local labor market.

Examples of Redesigning Space to Accommodate a Common Reception Area

Example #1—A Common Reception Area That Provides Information about All One-Stop Services. The reception area at this center does not look like a typical government "waiting area." Individuals waiting for services can view instructional videos, including orientations to the center's services and an introduction to work readiness skills, job search techniques, and interviewing tips. Customers have a choice of sitting in chairs near a window or at round tables well-stocked with publications. **Lawrenceburg, Indiana**

Example #2—Customizing the Reception Area for Individual and Employer Customers. According to local partners, the building is important to the goals of the center—what it looks like, where it is, and how it is marketed. The center has two main entrances leading into reception areas for each customer group. The reception area for individual customers is staffed by ES, and for employer customers by the Economic Development Corporation. Neither entrance looks like the back of the building. **Pewaukee, Wisconsin**

Example #3—Designing a Business-Like Reception Area. At this center, the main customer entrance leads into an attractive atrium in a two-story brick office building. From the atrium area customers enter a small welcome area, where they are greeted by a receptionist. Staff at the center indicate that having a reception area was a small thing with a big impact. Designing a "private sector" image and eliminating the "bullpen approach," allows the receptionist to interact with clients more freely. **Arlington, Texas**

Example #4—Combining the Reception Area With Clerical Functions. In the Eastside Center, the reception area is coordinated by center clerical staff, who assist new customers to understand the array of available services. In the reception area, leaflets are displayed describing center services and a sign-in sheet is used to document customer arrivals. A "motivational" video can be watched by waiting customers. Clerical staff, located nearby, can help customers use the copy and fax machine located in the area. **Baltimore, Maryland**

Strategy 2: Design Resource and Information Areas

Most One-Stop centers make considerable space available to house integrated resource rooms, in which customers use self-access information and training services. Information and resource areas in some centers are equipped with semi-private work "cubicles," equipped with computer terminals. Often resource areas include monitors so that customers can view informational and training videos. Centers also make space available in their resource areas for a staff member or "librarian," who can help customers operate computers and various types of software that are part of self-access services.

Examples of Designing Information and Resource Areas

Example #1—Flexibility in Design: Space for Self-Service and Customers Requiring Assistance. This center has two different rooms with a total of 17 workstations available for customers to use. The main room has a resource area specialist on duty at all times; the second room is unstaffed and is for customers familiar with the system. A portion of the larger room is reserved for use as a "local resource laboratory" by those interested in using computer-assisted instructional programs. The room also includes a resource library with written materials on educational and job search topics. The resource center also contains copy and fax machines, which customers can use to prepare resumes and letters. **Baltimore, Maryland**

Example #2—Designing Space Which Affords Some Privacy. The large resource room includes access to 14 small cubicles that serve as individual telephone stations; 7 larger cubicles that contain computer workstations for resume and cover-letter preparation; 12 computer terminals with access to the Internet; two TV/VCRs; and a library that contains tables and chairs and shelves stocked with books, pamphlets, and brochures. The walls contain job postings by area of interest that are color-coded to indicate the month the job was posted. **Springfield, Massachusetts**

Strategy 3. Design Shared Office Space

One-Stop centers often arrange staff offices so that staff performing the same functions are located together, regardless of which agency or program pays their salary. Grouping offices by function also allows centers to consolidate staff that need special types of space and differing degrees of privacy. Some centers place staff areas in plain view to emphasize the staff's accessibility and to facilitate interactions among staff from different programs.

Examples of Designing Office Space to be Shared by Co-Located Partners

Example #1—Creating a Physical Layout that Contributes to Shared Responsibilities and Reaching Common Goals. Staff offices are open to the general use areas, with staff organized by general functional areas. For example, ES and JTPA employer account representatives are located together. Center management report that the physical layout of the center, which is spacious and supports the integrated service functions, has contributed to a sense of unification and empowerment of staff. **Baltimore, Maryland**

Example #2—Shared Staff Functions Enhanced by the Physical Layout. Much of this center is divided by function: the job developers (one JTPA and one ES) share an office; two case managers (again, one JTPA and one ES) and an assessment specialist share another office located close to a room where assessments is conducted. The VETS representative and a representative from Vocational Rehabilitation are located in nearby offices. **Lawrenceburg, Indiana**

Strategy 4. Design Shared Conference and Classroom Areas

One-Stop centers usually contain areas, such as classrooms and conference rooms, that are shared by all center partners. Moveable walls and modular furniture allow for more flexibility in arranging the space to meet the requirements of the occasion. Frequently, equipment such as faxes and copiers are also identified as shared resources and are available to all partners.

Examples of Designing Shared Conference and Classroom Areas

Example #1—Sharing Space for Training and Group Activities. This center has many types of shared space for training and group activities. Shared space includes common staff meeting rooms, training rooms, and a space jointly used for mailing, copying, and other administrative functions. **Pewaukee, Wisconsin**

Example #2—Designing Space Available for Community Use. At this center, four rooms are used for a variety of on-site classes and workshops, and they are also available for use by employers wishing to conduct center-based interviews with job applicants. A "phone bank" room is used for job clubs. Conference rooms are also used for meetings involving local One-Stop partners. For a modest fee, conference rooms may also be used for community meetings involving other local agencies and organizations. **Baltimore, Maryland**

GOAL 4. DESIGN FACILITIES THAT ARE PROFESSIONAL AND EASY TO ACCESS

A major goal for One-Stop planners is to design their centers to make them more attractive and inviting to their customers. One-Stop facilities also need to be "user friendly" in their location, hours, and physical layout so that customers can easily access services. Below we discuss approaches that One-Stop systems can use to meet these objectives.

Strategy 1. Design Facilities that Promote A Professional Atmosphere

"We expect the center to be viewed as a professional entity dedicated to comprehensive, high-quality workforce development needs for all individuals and employers, rather than as a human services agency that portrays a welfare image."

Customers often report that previous public workforce development service facilities were dingy and crowded, with bank-teller type windows and long lines that wasted job seekers' time. One-Stop centers can address these concerns by designing interior space with an atmosphere conducive to improving the capability of customers to "get what they came for," to give them a feeling of dignity, and to help them make good use of their time while at the center.

In most One-Stop centers, the atmosphere is far more pleasant and business-like than that of the previous workforce development offices. Several features of One-Stop centers that facilitate integrated services, described above, also contribute to improving the attractiveness of the centers. For example, the resource and information area in many centers has the look and feel of a business office. Some centers have designed information resource areas with work stations and cubicles. Office equipment, such as faxes, copiers, and printers are placed in visible areas so that customers can work on their own. One-Stop staff have indicated that making the resource area business-like has significantly increased its use by the general public.

Designing areas that ensure customers' privacy also contributes to the business-like nature of the centers. To improve privacy, centers can install "work station" cubicles that allow customers a measure of privacy while working at the computer terminals or researching information.

Individual job-seeker respondents appreciate the change from the old "bureaucratic, unemployment office" image. In customer satisfaction surveys, customers indicate that the new center ambiance motivates them: *"you don't need to park your dignity outside the door."* Customers also valued the introduction of windows and removal of walls, which promoted a feeling of openness and space.

Employers also benefit from designers' attempts to make center sites more attractive and professional. One-Stop staff commonly report that making the facilities more professional looking has made a substantial difference in how local employers view the system and in their willingness to work with the center partners.

Examples of Designing Facilities That Promote A Professional Atmosphere

Example #1—Arranging Space for Self-Service Activities. The center has two different rooms with workstations available for customer use. The smaller room, with 5 workstations, is unstaffed and intended for self-service use by customers already familiar with the center systems. A resource library has software available for individuals interested in computer-assisted instructional programs and materials on local educational and training resources. Services to develop and mail out resumes are also available: fax and copy machines are located nearby. **Baltimore, Maryland**

Example #2—Professional Space for the General Public. Five large rooms are available for use by the general public, all located near the main customer entrance. These include a Job Search Area, the Center Resource Library, a Personal Computer Lab, and a Job Club Room and a Phone Room. There are also several conference rooms and classroom areas. Due to its wide acceptance by individual customers, center partners plan to remodel the Resource Room to increase space available for use by the general public. **Blaine, Minnesota**

Example #3—Making Facilities More Attractive to Employers. This center is located in an up-scale shopping area near an industrial park where many businesses are located. Staff indicated that that their new center is a positive attraction for employers; they indicated that in the previous location, *"employers would not come near the old place."* **New London, Connecticut**

Strategy 2. Make Facilities Geographically Accessible

Ensuring customers have adequate access to the center is an important consideration when a new site is being selected or when partners are considering co-location. One-Stop systems can adopt three approaches to ensure that their One-Stop facilities are available to people within a wide geographic area.

First, One-Stop systems can locate in areas well-served by public transportation. When existing public transportation routes are not adequate, some One-Stop centers have worked with local transportation authorities to establish bus routes or additional bus stops near the One-Stop facilities. Because the integration of multiple agencies and programs resulted in increased customer traffic, these centers were able to demonstrate the need for increased public transportation services.

Second, a network of One-Stop offices can be developed so that customers can access services from a variety of locations. Usually, this involves establishing "satellite sites" that are not full-service One-Stop centers but that enable customers to access conveniently located One-Stop services. This approach is particularly appropriate in urban and suburban areas that must serve the needs of diverse communities.

Third, One-Stop centers located in rural areas can deliver services in remote areas using mobile units that travel within the service delivery area to reach customers who could not otherwise access One-Stop services.

Examples of Making Facilities Geographically Accessible

Example #1—Working with Transit Authorities to Improve Public Transportation. When the center moved to its new location, a bus stop was located nearby but services were scheduled only a few times during the day. Center management convinced the transit authority to revise the schedule, increasing the number of stops within the day and providing service into the evening hours for the convenience of One-Stop customers. **Indianapolis, Indiana**

Example #2—Developing an Extended Network of Career Centers. The Arlington Career Center is part of an extended network of seven career centers and three satellite offices in Tarrant County. Because of the county's size and industrial diversity, One-Stop planners are eager to coordinate with a wide variety of partner agencies and educational institutions to make One-Stop services accessible to as many communities in the county as possible. Although not all of these centers and satellite offices provide the full range of One-Stop services, partner agencies are actively cross-training so that they can provide customers with good information about services available throughout the county, and make appropriate referrals. **Arlington, Texas**

Example #3—Using Mobile Units to Serve Rural Areas. In Minnesota, state Workforce Development staff have encouraged the purchase of mobile units that permit One-Stop staff to provide services anywhere in the state. **State of Minnesota**

Strategy 3. Extend Business Hours

Extending business hours to accommodate the needs of a diverse customer base is also an important means of making workforce development services more accessible. Because One-Stop centers are marketing their services to a broad range of customers—including those changing jobs, students, and employed consumers seeking career information—many Centers recognize the need to provide services when these new customers can access them. Thus, they extended their centers' hours beyond the traditional nine-to-five business day.

Examples of Extending Business Hours

Example #1—Extending Evening and Week-End Hours. The Arlington Career Center provides services three evening per week. This schedule allows working and under-employed customers to use the center to learn about opportunities to enhance their skills or change jobs without jeopardizing their current positions. Evening hours also permit more flexible scheduling of ESL and computer instruction, both of which are provided on-site. Finally, evening hours permit dislocated workers who have received advance notice of their lay off to access services while they are still employed. **Arlington, Texas**

Example #2—Allocating Space for Evening Classes. The Columbia, Maryland One-Stop Center occupies four units located in a strip mall. The end unit, the smallest portion of the strip mall, is used for classes and workshops. The community college uses the space for ABE/GED classes two nights per week. It has its own entrance so that classes can be held in the evening without disruption to the center's office space, which is located several doors away. **Columbia, Maryland**

GOAL 5. DESIGN CENTERS THAT ARE ACCESSIBLE TO CUSTOMERS WITH SPECIAL NEEDS

The One-Stop goal of universal accessibility presents a number of challenges to facility planners, particularly to accommodate individuals with disabilities and parents with small children.

Several states mandate that all One-Stop centers be retrofitted to meet ADA requirements, which is often easier to accomplish when One-Stop partners are moving to new facilities rather than remodeling existing facilities. Centers can also adapt some of their interior equipment to the needs for the hearing or sight impaired.

Centers can also configure their facilities to meet the needs of adult customers with children. Options that many parents value range from establishing a "kids space" that is equipped with toys to providing child care for young children when their parents are visiting the center.

Examples of Designing Facilities for Customers With Special Needs

Example #1—Requiring Local Sites to Conform to ADA Requirements. The state requirement for One-Stop certification includes conformity to ADA guidelines, including adapting equipment for use by the hearing and sight impaired. **State of Minnesota**

Example #2—Making New Facilities Accessible to Customers with Disabilities. The Eastside Career Center relocated to a new site, a one story building that had previously been a manufacturing plant. Building an outside ramp that leads to the front entrance was an easy solution to providing access for customers with disabilities. **Indianapolis, Indiana**

Example #3—Providing Child Care for Parents Visiting the Center. The Waukesha County Workforce Development Center includes a child care center for parents who are using the center facilities. **Pewaukee, Wisconsin**

Example #4—Establishing a "Kids Space." Adjacent to the first floor reception desk at the Des Moines Workforce Development Center is a large room that is furnished with comfortable chairs and couches. One corner of this room is a "kids corner" with books and games for children and a large aquarium with tropical fish. **Des Moines, Iowa**

Example #4—State Requirements to Accommodate Parents with Children. This state requires local sites to dedicate a portion of the waiting area for use as a "children's corner" with items to occupy children whose parents are visiting the center. **State of Connecticut**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF MANAGING THE PROCESS OF DEVELOPING APPROPRIATE PHYSICAL FACILITIES

Attachment 3-A. One-Stop Implementation Plan: Facilities Details

As part of its comprehensive guide on the development of local One-Stop centers, the state of Connecticut has prepared a checklist for managers that reviews the different stages in the facilities development process.

EXAMPLES OF DESIGNING PHYSICAL FACILITIES THAT SUPPORT SHARED FUNCTIONS

Attachment 3-B. Physical Layout of the Waukesha County Workforce Development Center in Pewaukee, Wisconsin

This facility was built to house 110 employees from 9 different agencies. As shown in the plan for the facility, employees are arranged by service function, rather than agency affiliation.

Attachment 3-C. Physical Layout of the Connecticut Works Career Center in Willimantic, Connecticut

This facility includes a "kiddie corner" in the waiting area, two shared conference rooms, and a career development center for use by the general public.

4. CREATING AN EFFECTIVE ONE-STOP INFORMATION INFRASTRUCTURE

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4. CREATING AN EFFECTIVE ONE-STOP INFORMATION INFRASTRUCTURE

INTRODUCTION

Effective use of new information technologies is viewed by most states as key both to the delivery of seamless One-Stop services and the coordinated management of One-Stop systems. Several initial implementation grant states have described information technology as the "linchpin" that holds the One-Stop initiative together, at least as important as co-locating staff or creating integrated physical One-Stop facilities.

First, most One-Stop systems depend on user-friendly automated information products to deliver high-quality information—about labor markets, careers, education and training opportunities, jobs, and available workers—that will prepare businesses and individuals to make good decisions about their futures. Many states and local areas depend on the availability of electronic networks to make these automated information products readily accessible to customers at a variety of locations, including One-Stop centers, schools, community agencies, shopping centers, libraries, and, via remote computer access, from home and from work.

Second, automated information systems are essential tools for managers to use in coordinating the efforts of multiple agencies offering workforce development services. To achieve integrated service systems, One-Stop agency partners need to share labor market information upon which to base coordinated plans and service designs. In addition, coordinated One-Stop service delivery depends on the ability of participating agencies to share information about the services they have available, to coordinate services to the customers they have in common, and to share information about customer outcomes.

One interesting feature of One-Stop information systems being developed in a number of sites is that the distinction between information systems as *vehicles to deliver customer services* and as *program management tools* is beginning to disappear. Increasingly, customers are being invited to manage their own service delivery process by interacting with automated information systems. As part of this process, customers are asked to enter information about their needs, interests, and service preferences, as well as their level of satisfaction with the services they receive. Providing this information enables customers to obtain appropriate self-access services and to learn about additional community services relevant to their needs and interests. In a number of sites, it also provides the basis for the initiation of a client-level case record and case management file that can be used to guide the subsequent delivery of staffed services to a customer as well as to document services received and outcomes over time. When it is time to assess system-level and individual customer-level accomplishments and identify needed system improvements, information from integrated information systems is compiled and analyzed to describe customers, review service utilization patterns, and identify how services could be adapted to better meet customer needs.

In this chapter of the Practitioners' Guide, we describe the different strategies used by states and local areas to develop a shared technology and information infrastructure that will further the following goals:

- Improve coordination linkages among One-Stop partners.
- Provide customers user-friendly access to automated information and services.
- Support the delivery of coordinated and consolidated services to One-Stop customers.
- Support accountability for overall One-Stop system accomplishments.

GOALS AND STRATEGIES TO CREATE AN EFFECTIVE INFORMATION TECHNOLOGY INFRASTRUCTURE

GOAL 1. IMPROVE COMMUNICATIONS LINKAGES AMONG ONE-STOP PARTNERS

One of the most basic applications of information technology to improve the effectiveness of One-Stop interagency partnerships is the facilitation of day-to-day communications between and among staff from different agencies. A number of One-Stop states and local areas have benefited from the development of systems to support regular communication between on-site partners, as well as between coordinating partners located at multiple service sites within local One-Stop networks and between staff participating in One-Stop system-building efforts at the state and local level.

Strategy 1. Facilitate Day-to-Day Communication Among Co-Located Staff Within One-Stop Centers

After relocating to a shared facility, staff from different agencies usually find it important to communicate frequently on topics of mutual interest. These conversations are essential for several reasons. First, staff from different agencies need to become familiar with the staff and services associated with all the programs available within the One-Stop center. Second, staff need to communicate on a case-by-case basis about issues associated with the shared facility and coordination of service to common clients. Finally, regular communication among on-site partners about a wide range of topics is essential for building a common One-Stop "team" identity.

A number of One-Stop center partners have found that the investment in an integrated telephone system and a shared computer-based electronic mail system improves the frequency and quality of communications among co-located staff from different agencies. Respondents from one One-Stop center that had not yet created improved tools for communication among staff from different on-site agencies said that the absence of a shared communication system had hampered the development of a sense of a common identity and shared purpose among all One-Stop center staff.

Example of Developing a System to Promote Communication Among On-Site Partners

Installing a Shared PC-Based Scheduling and Electronic Mail System. After moving to a new facility that houses staff from nine different agencies, partners in the Waukesha County Workforce Development Center invested in personal computers for all on-site staff and installed a personal computer-based communications network that included a common electronic mail system and an on-line scheduling system. To accomplish this, agencies that still used mainframe-based MIS systems arranged to equip their staff with personal computers that can emulate "dumb terminals" when accessing their agency's mainframe computer.

Using the on-line scheduling system, staff can access each others' daily schedules and reserve specific times for planned activities in shared meeting rooms and classrooms. This communications system, respondents said, has helped staff "act and feel like they belong to one organization." **Pewaukee, Wisconsin**

Strategy 2. Create Information Systems to Connect Partners from Multiple Sites Within Local One-Stop Networks

Another communication and information-exchange challenge that local One-Stop partners face is the need to support communications among staff in different One-Stop service delivery sites within the same local One-Stop network. Different service delivery sites that would benefit from improved information-exchange linkages might include several "full-service" One-Stop centers or a combination of One-Stop centers and additional "satellite" service locations maintained by one or more partner agencies.

The need for frequent communication among staff within local One-Stop networks has been addressed in a variety of different ways. Agencies in some local sites have undertaken the development of a new county-wide or region-wide information network that links all One-Stop service centers as well as local administrators and policy board staff. A fully-developed local information network has made it possible for some sites to give staff from all local One-Stop partners access to a shared database on One-Stop clients and services on a need-to-know basis, subject to procedures to ensure adequate safeguarding of client confidentiality.

Other sites have decided to undertake less ambitious approaches to improve communication among local One-Stop partners not housed in the same facility. Examples of more limited information system improvements include the development of shared client-scheduling systems, so that staff from any local service site can schedule customers for available service appointments at any other site, and electronic networks to allow staff and customers to access automated One-Stop information services from remote locations.

Examples of Connecting Staff From Multiple Sites Within a Local One-Stop System

Example #1—Developing a County-Wide Information Network to Support One-Stop Operations. To facilitate regular communication between and among service staff, administrators, and policy board staff associated with the network of seven full-service One-Stop centers in Tarrant County, Texas, One-Stop partners used local One-Stop implementation grant funds to develop a county-wide information network. During the first year of One-Stop implementation, information project staff identified available computers, configured individual computers, and installed networking equipment to create linkages among all One-Stop sites. These linkages will make it possible to share information across partner agencies and sites, and to provide all partners access to a shared client database. **Arlington, Texas**

Example #2—Developing an Automated Scheduling Network Linking Local Service Sites. Communication among local partners and across multiple service sites was identified as an important system-level need in the City of Baltimore's Career Center Network. To address this need, local partners used most of their local One-Stop planning grant to develop an automated scheduling network linking different service sites. This network enables staff at any networked site to dial in to the scheduling bulletin board at any other site, pull up the schedule for group workshops and training sessions, and schedule a customer for an available time slot. **Baltimore, Maryland**

Example #3—Developing Electronic Linkages to Allow Off-Site Partners to Access Automated Services and Make Client Referrals. The Wood County, Ohio, Employment Resource Center plans to develop electronic linkages between off-site partners and the One-Stop center so staff from off-site partners can dial in to make client referrals and access automated services on behalf of their clients. **Bowling Green, Ohio**

Strategy 3. Support Communication Among State and Local One-Stop Partners

Some One-Stop implementation states are pursuing the development of ambitious statewide information systems that will support staff-to-staff communication between and among state and local One-Stop staff as well as supporting the delivery of automated information services to One-Stop customers throughout the state. A number of the planned systems will eventually support integrated client information systems as well. The development of a comprehensive electronic state information-exchange network is usually an expensive multi-year project.

More limited communication systems have been developed in some states on an interim basis to facilitate staff-to-staff communication among One-Stop career centers statewide.

Example of Statewide Communications Linkages Among One-Stop Partners

Example 1—Using a Wide-Area Network to Support Electronic Mail Across State Centers. At the time of the evaluation site visit, all One-Stop center staff could exchange e-mail within centers, across centers and with the state One-Stop office using a wide area network. By the end of 1996, all staff were scheduled to have electronic mail and data transfer capabilities through the Internet. **State of Connecticut**

Example 2—Developing a Statewide Electronic Network. The state of Massachusetts has introduced a $2.7 million state bond measure that will help pay for the development of electronic linkages between regional employment boards, career centers, and the state career center office. **State of Massachusetts**

GOAL 2. PROVIDE CUSTOMERS USER-FRIENDLY ACCESS TO AUTOMATED INFORMATION AND SERVICES

Independent of One-Stop implementation efforts, a number of states have already made substantial progress in developing automated labor market information, career information, and job listings for direct use by customers. The One-Stop initiative offers many states and local areas the occasion for reviewing these products, planning product enhancements, filling gaps, and developing a number of different technology platforms from which these products can be made available to One-Stop customers.

As part of their One-Stop service planning, a number of states have developed interactive information products designed to meet the distinct needs of job-seekers, students, and employers. Within each "user cluster," database linkages enable customers to move back and forth between related databases to find information relevant to their needs. For example, a "student information cluster" might be designed to allow a high-school student to complete an automated career interest assessment and then push a button to be linked to information about careers they might like—based on the assessment results—and information on the education and training needed for each of these career fields. As another example of user-friendly information services, a "job-seeker information cluster" might permit customers to view information about available jobs that meet certain specifications entered by the customer (e.g., such as job openings in a particular geographic area, with wages that exceed a certain level, and/or with skill requirements above or below a certain level).

In Chapters 9 on *Providing One-Stop Services to Individuals* and Chapter 10 on *Providing One-Stop Services to Employers*, we describe the content of the automated information services that are being developed for self-access by individual One-Stop customers and firms. Automated information products can be clustered into several categories, including information about careers; information about local labor markets and current job openings; and information about the existence and quality of employment and training resources available throughout the state or in the local community. Additional products under development in some states include self-assessment tools and on-line community service directories.

Strategy 1. Make Information Services and Products Accessible to Customers at a Distance Using A Variety of Information Technologies

To multiply the number of different access points and modes through which customers can access information services, case study states and local sites may want to develop one or more of the following electronic delivery systems:

- Access to self-service information via individual computer workstations and multi-media laboratories within One-Stop centers. One-Stop centers may provide an on-site resource librarian, resource specialist, or an automated or written training manual to help customers use technology-based products within the center.

- Access to self-service information provided by a local One-Stop partner at a "satellite" service site. A local One-Stop partner might or might not make a staff member available to assist customers in using automated information products.
- Unstaffed information kiosks with touch-screen access to a variety of databases. Kiosks may be located in high-traffic areas at shopping malls, discount stores, libraries, departments of motor vehicles offices, and secondary and post-secondary schools.
- Electronic bulletin boards with toll-free phone numbers that employers or individual customers can dial up to access automated information services and products.
- World Wide Web sites on the Internet created by individual One-Stop centers, local networks, or states, with linkages to a variety of other automated services also available on the Internet, including America's Job Bank and America's Talent Bank.
- Telephone request lines through which interested employers can request faxes of labor market information.
- On-line publication of periodic labor market information reports with up-to-date state and local information.
- Electronic linkages to schools to make labor market information and career information resources available to students.
- Teleconferencing linkages that make it possible to provide staffed services or distance learning opportunities to customers in remote sites.

One-Stop states and local sites that have used different electronic delivery systems to increase customer access to automated information services have found that One-Stop customers respond quite positively to these different service options. Individual customers feel "in charge" using these service delivery modes, because they have a number of choices about the time and place for receiving information services.

However, some sites have experienced difficulties providing information to customers using information kiosks in public places such as shopping malls, due to the vulnerability of the kiosks to vandalism and inappropriate use. Some sites that have experimented with kiosks have also found that it is time consuming to ensure that kiosks are supplied with constantly updated information.

Examples of Using Different Information Technologies to Make Information Services Accessible from a Variety of Locations

Example #1—Using Multiple Information Linkages to Support the Delivery of Automated Information Services. In Connecticut, automated labor market and occupational information services are available on the state's public access network via computer workstations at individual career center offices. In addition, customers can access these services as well as the state's automated job listing service via a *Connecticut Works* Web site on the Internet. Finally, the state has arranged for kiosks containing labor market, occupation, and job information to be installed in state libraries and department of motor vehicles offices. **State of Connecticut**

Example #2—Shifting from a Mainframe Computer Linkage to Local Area Networks. Initial arrangements to make the state's CareerNet software available to all local One-Stop sites linked local workstations directly to a mainframe computer in the state agency office. Early technical difficulties resulted in frequent interruptions to customer information sessions. During the second year of One-Stop implementation, the state planned to install local area networks, as well as developing Internet and other remote access features, to provide smoother customer access to the CareerNet software. **State of Maryland**

Example #3—Use of an Electronic Bulletin Board. In Iowa, workforce development centers are envisioned as having multiple electronic points of access for customer information and services at libraries, secondary schools, community colleges, and universities. As one element of that delivery system, individuals and firms can use computers to dial in to a state "Data Center" electronic bulletin board where they can obtain up-to-date labor market and job information.

Example #4—Allowing Employers a Remote Service Option for Posting Job Openings and Requesting Labor Market Information. Indiana has developed a process by which employers can request that labor market materials to be faxed to them. **State of Indiana**

Strategy 2. Offer Automated Self-Registration as a Gateway to Additional Services

Some One-Stop centers require customers to complete an automated self-registration process as the first step in accessing a variety of other services. An increasing number of centers offer self-registration as one way to secure access to subsequent services. These self-registration activities often fulfill dual functions of offering convenient customer access to services and recording information needed for program-based accountability and reporting.

Examples of the types of self-registration procedures that some states offer include the following:

- Completion by customers of their own UI benefits applications in person or through remote access, including voice-activated telephone claims-taking for initial UI benefits or continuing benefits.
- Automated self-registration for employment services (ES).
- Self-registration as a user of the state or local automated One-Stop information and labor exchange system.
- Direct posting of jobs by employers at a distance using electronic linkages.
- Self-registration by job-seekers in "talent bank" information systems.
- Self-registration in classes by One-Stop customers interested in education and training classes.

Although the option of self-registering for different services increases customer choices about when and how to access services, most One-Stop centers have tried to limit the amount of information they request from self-service customers, to make sure the information requests do not discourage customers from using the available services. One local One-Stop center that is particularly sensitive to this issue provides each One-Stop customer with a "membership card" that has the customer's identity coded in an electronic strip on the back of the card. Every time customers access a given service, they are asked to "swipe" their membership cards through a card reader to create an automated record of service usage without creating a data-entry burden for the customers.

Examples of Offering Automated Self-Registration Services

Example #1—Offering Automated UI Claims Taking and ES Registration to Job-Seekers and Self-Registration of Job Listings to Employers. The state of Connecticut has introduced voice-activated telephone claims-taking for continuing UI benefits, as well as job-seeker self-registration for ES services via on-site computer workstations or remote access from off-site computers. (Registration for ES services is required before One-Stop customers may use job search supports within *Connecticut Works* career services centers, including phone banks and fax services.)

In addition, Connecticut allows employers to post new job listings electronically, through remote access to the state's automated job listing service. **State of Connecticut**

Example #2—Creating Automated Records of Services Used with Electronically-Coded Customer Membership Cards. As they enter the FutureWorks Career Center, customers (referred to as "members") pass their membership cards through a reader and punch in a code to indicate the nature of their visit that day. The bar code/swipe system allows the center to track overall aggregate center usage and, through software developed internally, feeds this aggregate information into the individual case files of center members. Using this system, FutureWorks can also track the demand for the various services it offers, as well as the overall traffic in the center. **Springfield, Massachusetts**

GOAL 3. SUPPORT THE DELIVERY OF COORDINATED AND CONSOLIDATED SERVICES TO ONE-STOP CUSTOMERS

Integrated information systems are also needed to support coordinated or consolidated customer services across One-Stop partner agencies and programs. A number of states and local areas implementing One-Stop systems are in the process of developing the information infrastructure and management information systems to support integrated processes for (1) customer intake and enrollment and (2) coordinated management of service delivery to individuals who participate in services funded by more than one program or agency.

States and local areas developing integrated client-level information systems have to ensure that client confidentiality safeguards will be maintained. Although client confidentiality issues are a major concern in the initial discussions about information-sharing across One-Stop partner agencies in most states and local areas, they appear to be resolvable in many sites through the development of formal information-sharing agreements among state and local One-Stop agencies. One principle that has been developed in some One-Stop states to guide interagency information sharing is the notion of a "need to know." If information collected and maintained by one partner agency is necessary for staff from another agency to know in carrying out the second agency's appropriate service function, then the information exchange can take place, provided procedures to safeguard the confidentiality of client data are in place at all partner agencies. To protect particularly sensitive information, agencies can construct "fire walls" in shared information systems to protect data elements that they do not want to share with unauthorized staff.

Strategy 1. Develop Information Systems to Support Integrated Intake and Eligibility Determination

A number of states are working to simplify customer access to public workforce development services by designing a consolidated intake and enrollment process for use by all One-Stop customers. These common intake systems are intended to determine initial eligibility and provide access to all One-Stop services. To achieve a unified intake process, states or local sites must develop coordinated procedures for information collection, storage, retrieval, and exchange.

Some states have decided to develop comprehensive statewide integrated client-level information systems for customers of all workforce development services, one function of which will be to support a consolidated One-Stop intake process. A multi-state consortium that includes Minnesota and Iowa has received a grant from America's Labor Market Information System (ALMIS) to develop a common access and intake information prototype for One-Stop systems. The prototype developed by this consortium will be shared with other interested states. Other states are pursuing the development of integrated client information systems independently. However, whether it is undertaken as part of a consortium or independently, the development of a comprehensive integrated One-Stop information system is generally a time-consuming and expensive undertaking.

Other states and local areas have decided to focus initially on integrating the "front-end" information needed for common intake. These procedures are often intended to be temporary supports for integrated intake services, until such time as comprehensive statewide integrated information systems are ready for use. For example, partners at one local One-Stop career center—in a state that is pursuing the development of a comprehensive integrated client-level information system—developed a single three-page application form that they used during the first year of One-Stop implementation as an ad hoc information collection tool to guide consolidated One-Stop intake and preliminary eligibility determination. In another state that is developing its own integrated statewide information system, One-Stop partners in one local area purchased their own "off-the-shelf" automated intake and pre-assessment modules as an interim measure.

Examples of Using Integrated Information Systems to Support Common Intake

Example #1—Offering a Self-Service Intake and Eligibility Determination Process. As the first step in a long-term plan to achieve integrated intake and customer access to services, Indiana has implemented an automated self-service single intake process in all 26 service sites that are or will become One-Stop career centers. The information provided by customers during the automated intake process is placed in automated customer case files, which staff from any participating program can access. These automated case files have replaced "traveling paper files" as the means for sharing eligibility and client information across agency partners. In both local sites visited, the common intake process was being used by ES, UI, and JTPA partners. In one local site, it was being considered for use by the welfare agency. **State of Indiana**

Example #2—Providing Preliminary Eligibility Information as Part of Automated Self-Registration in the State's One-Stop Information System. Part of the initial self-registration process for all customers using Maryland's CareerNet automated system is a screen that asks the customer to enter personal information that is used to help determine what categorical programs, if any, the customer will qualify for. A number of different public education and workforce development programs are covered in this initial eligibility assessment. **State of Maryland**

Example #3—Using an Automated "Menu of Services" to Allow Customers to Review Available Services and Indicate Programs In Which They are Interested. Under the One-Stop initiative, Wisconsin is planning an automated "menu of services" that can be tailored to the needs of each One-Stop center. Customers entering the center for the first time will be able to review, select, and automatically register for the local services they desire. The system will also perform an initial review of customer eligibility for some services. **State of Wisconsin**

Strategy 2. Develop Information Systems to Support Integrated Service Planning and Case Management for Individual Customers

Coordinated procedures for the collection, storage, retrieval, and sharing of information on individual assessment results, service plans, services received, program funds expended, and customer outcomes are essential for the support of coordinated or consolidated service planning and case management services.

In some sites, automated case management information systems enable One-Stop partners to coordinate services provided by separate and distinct programs. Under this scenario, case management information systems allow One-Stop partners to share information about customers receiving services from more than one program. Staff from the individual partner agencies can use this information to address service coordination needs.

In other sites, automated case management information systems enable One-Stop partners to develop integrated service plans for the delivery of services from several different programs. For example, several agencies might agree to provide discrete services simultaneously or sequentially to further a unified service plan. Alternatively, an integrated interagency service team might provide assessment, career counseling, pre-employment training, or job search supports to customers eligible for and enrolled in a number of different categorical programs. In providing integrated case management services, One-Stop partners tend to draw together resources from a variety of different programs as needed to meet individual needs and interests. Under this scenario, integrated case management information systems both facilitate the cross-program blending of services and resources and ensure that individual program expenditure and reporting requirements are met.

Integrated information systems to support One-Stop service planning and case management may be designed at either the state or local level. Some states are participating in the "George" consortium, funded by ALMIS to develop a prototype case management system that can be used to schedule client services, share case notes, support customer work plans, and document the delivery of transition services. In other states, the responsibility for developing information systems to support integrated case management services has been delegated to local One-Stop partnerships.

Examples of Using Information Systems to Support Integrated Service Planning and Case Management

Example #1—Planning a Statewide Integrated Case Management System. Following the recommendations of a consultant, the state of Iowa designed three phases in developing an integrated management information system. The third stage (after establishing data linkages among existing program information systems and developing a common intake system) is the creation of a fully-integrated case management and case tracking system. **State of Iowa**

Example #2—Developing Information Systems to Support Coordinated Case Management at the Local Level. In Indiana, local service delivery areas have adapted existing automated case management systems. The product selected by most local sites uses the information obtained through the state's single intake process to create individual case records that are used to track subsequent customer services and outcomes. **State of Indiana**

Strategy 3. Develop Information Systems to Support Integrated Service Planning and Case Management for Employer Services

Some states have found that the development of a shared information system on local employers and employer contacts is extremely helpful in coordinating the delivery of employer services by different One-Stop partner agencies. Such systems can be used to analyze the patterns of service utilization by specific employers as an input to coordinated service planning for key local employers. Employer information systems can also be used to coordinate employer contacts by employer services representatives from several different One-Stop partner agencies.

Examples of Using Information Systems to Support Coordinated Services to Employers

Example #1—Developing a State-Level Employer Account Management Information System. The state of Massachusetts developed an "account management information system" to track employers' use of One-Stop career centers. The state gave local career center operators the option of using the state system or developing one of their own. **State of Massachusetts**

Example #2—Developing a Shared Employer Database At the Local Level. Local staff at the Waukesha County Workforce Development Center in Wisconsin developed their own common database on local employers to facilitate shared case management of employer contacts. With the help of this system, the partner agencies developed an informal account representative system across all partners that identifies a primary staff liaison for each employer. **Pewaukee, Wisconsin**

GOAL 4. SUPPORT ACCOUNTABILITY FOR OVERALL ONE-STOP SYSTEM ACCOMPLISHMENTS

To measure One-Stop system-level accomplishments, states and local areas have to design and maintain information systems that are comprehensive enough to encompass all participating One-Stop programs, customers, and services. Most states and local areas are still in the early stages of designing system-wide accountability measures and developing information systems to support the selected measures.

Strategy #1. Build on Existing Program-Based Accountability Systems

Because of the continued need to meet the specific reporting requirements imposed by different categorical programs—and because they do not want to lose their substantial investments in the hardware and software for their current information systems—a number of states have decided to build on existing program-based management information systems, rather than developing totally new accountability systems. Even states and local areas that are designing new consolidated information systems for their integrated workforce development systems usually choose "open architecture" formats for their integrated information systems that can extract information from and provide information to a wide variety of linked program-based systems. Thus, rather than starting from scratch, most states are designing ways to link and establish a common user interface for existing program-based information systems. The development of One-Stop system-wide accountability is best served, at least for the present, by a "just-in-time" data extraction approach that ties together existing program-based information systems and "puts a unified face on them."

However, the compilation of data from different categorical program-based systems brings with it certain challenges. One of these is the problem of how to combine information from program-based information systems based on different definitions (e.g., of a participant, of what constitutes employment), and different reporting measures (e.g., when outcome information is collected, for whom, and to what it is compared). Where programs collect different measures or collect similar measures differently, summary findings obtained by merging information across multiple program-based information systems will be both less detailed and less accurate than the original accountability measures. Resolution of these differences is beyond the ability of states or local areas: it depends upon achieving conformance of definitions and accountability measures across different categorical programs at the federal level.

Strategy #2. Collect New Information to Address System-Wide Accountability Measures

Some states have chosen to develop their own system-wide One-Stop accountability measures, while other states are waiting for further clarification of a planned "menu of measures" being developed by an interagency Workforce Development Performance Measures work group at the federal level.

In the absence of integrated statewide information systems and accountability measures, some local One-Stop centers and systems have developed their own measures and their own integrated reporting systems to summarize center-wide or local system-wide accomplishments.

Examples of Developing Information Systems to Account for One-Stop System Accomplishments

Example #1—Linking the ES, UI, and JTPA Information Systems at the State Level. One-Stop customer information will be integrated by creating an expert front-end that links the information maintained by ES, UI, and JTPA. Ultimately, an integrated "record of service" system will be created, which will reduce the need for duplicate data entry and facilitate information sharing across programs. **State of Ohio**

Example #2—Combining Aggregate Program Statistics at the Local Level. The One-Stop network in Baltimore is using aggregate statistics generated by each partner agency—on the number of units of service provided and the number of customers served—to assess performance against integrated production goals established for One-Stop centers. Local partners are measuring the following outcomes for center customers on a monthly and annual basis: (1) the number of job placements for all customers as well as the number of job placements for JTPA customers; (2) the daily traffic flow through the Center; (3) the number of enrollments in the automated Job Bank; (4) the number of individuals attending a JTPA employment preparation seminar, participating in self-paced training in the local resource laboratory, or participating in GED training or a skills brush-up class. Production statistics are reviewed monthly as part of a center performance review, which compares performance against goals.

Example #3—Creating a New State-Level Information System to Extract, Manipulate, and Store Information Collected by Local Career System Operators. Massachusetts is working with an outside consulting firm to develop a state-level information system that can extract, manipulate, and store information from the local information systems developed by each local career center operator. The state has taken responsibility for creating an interface to communicate with each local data system as well as for creating a consolidated data management system at the state level that will take over the preparation of required program-level reports. **State of Massachusetts**

Example #4—Creating a New Client-Level Tracking System at the Local Level. One-Stop center partners in Waukesha County, Wisconsin are not attempting to design a common MIS to replace individual programs' record-keeping requirements. Instead, they are developing a tracking system that will capture a few common measures that each program collects. These measures will be used to generate broad statistics about participants and the services they use. Initial registration in this system will be accomplished by customers upon arrival at the center. **Pewaukee, Wisconsin**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

MATERIALS ILLUSTRATING THE USE OF INFORMATION TECHNOLOGY TO SUPPORT ONE-STOP SERVICE DELIVERY AND SYSTEM MANAGEMENT

The materials collected at the time of the site visits illustrate systems that are, in some cases, already out of date. Thus, while the attachments reference electronic bulletin board systems and OLMID data systems that link distinct warehouses of labor market information, the most recent generation of labor market information applications has "leap-frogged" over these technologies to embrace Internet-based websites for electronic dissemination and the ALMIS DataBase System, which has a single user interface for access to all labor market information. In Attachment 4-G, we reproduce the fact sheets prepared by DOL to describe the ALMIS automated systems and customer products.

Attachment 4-A. Chart of Indiana's Integrated Technology Delivery System (1995)

This chart illustrates Indiana's plan for an integrated information delivery system for the Department of Workforce Development. The customer access tier consists of five modules accessible by individual, business, and external agency customers. Additional tiers include an integrated user access tier that organizes data into databases used for program management and an integrated database access tier that supports the integrated user access tier.

Attachment 4-B. Wisconsin's Plans to Improve Dissemination of Information to Customers Using Information Technology (1994)

This attachment includes descriptions of eight information technology initiatives designed to improve the dissemination of information to customers. A chart shows how the creation of a central data warehouse known as the Occupational Labor Market Information Database (OLMID) will support five different information delivery systems.

Attachment 4-C. List of Technology Tools Available Through Minnesota's Workforce Center System

This attachment lists 17 different technology tools available to customers of Minnesota's One-Stop system.

Attachment 4-D. Massachusetts' Chart of "Information Technology that Works"

This attachment shows how Massachusetts' Career Center Network is designed to use technology to deliver information services to employers and individuals.

Attachment 4-E. Brochure Describing Connecticut's Public Access Labor Information System

Attachment 4-F. Newsletter Article Describing Formation of State Work Team to Address Internet Issues in Minnesota

MATERIALS DESCRIBING THE ALMIS AUTOMATED SYSTEMS AND PRODUCTS

Attachment 4-G. ALMIS Fact Sheets

In Attachment 4-G, we reproduce the fact sheets prepared by DOL to describe the ALMIS automated systems and customer products, including fact sheets on:

America's Job Bank

America's Talent Bank
America's Training Network
ALMIS DataBase System
One-Stop Technical Standards
O*NET
ALMIS Employer Database
ALMIS Common Intake System
Media Library of Occupations
Long-term Industry Projections
Short-term Forecasts
Occupational Employment Statistics
ALMIS Consumer Reports System

5. BUILDING STAFF CAPACITY

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5. BUILDING STAFF CAPACITY

INTRODUCTION

States and local areas implementing One-Stop systems usually develop staff capacity as part of a larger organizational capacity-building effort. Emulating total quality management approaches initiated in the private sector, One-Stop states and local sites have identified staff capacity-building as part of an organizational strategy to improve overall productivity, motivate career center staff to deliver high-quality services, and create an ongoing commitment to innovation and system improvement. Viewed from this perspective, staff training is an integral part of a larger human resource investment strategy designed to transform workforce service delivery systems into "high performance" organizations that strive continuously to improve service quality and customer satisfaction.

Most states and local areas also find that staff training is essential to support several specific elements of One-Stop system change, as described below:

- Team-building training is often required to meld staff from a number of different partner agencies—each with its own identity, work culture, program rules, and job expectations—into a functioning One-Stop career center system with a shared customer-service approach and seamless services.
- One-Stop staff often need training in computer literacy and specific computer skills, because One-Stop service designs emphasize the use of up-to-date information technologies to deliver customer services and support internal management functions.
- Staff often require training to move from narrow program-based job functions to the delivery of broader service functions that receive funding from a variety of program-based funding streams.

Because One-Stop systems change requires that individuals at all organizational levels develop new skills, states and local areas need to involve not only direct service delivery staff but also policy board members, system administrators, managers, and technical support staff in training to support improved One-Stop operations. For example, policy board members often need training in team processes, conflict resolution, and designing integrated service systems. One-Stop managers often need training to enhance their skills in team building, consensus management, marketing, design and maintenance of integrated information systems, and performance management. Direct service delivery staff often need training in assessment, counseling, and case management procedures appropriate to delivery of integrated workforce development services; as well as in communication and teamwork skills; overall computer skills; and use of technology-based information systems.

In this chapter of the Practitioner's Guide, we describe different strategies that can be used to further the following goals:

- Provide effective state leadership for capacity-building.
- Prepare One-Stop staff to work together in a high-performance work organization.
- Familiarize staff with all the programs and services available to One-Stop customers.
- Prepare direct service delivery staff to provide integrated workforce development services.
- Train managers in the new skills they need to be effective in a One-Stop setting.

GOALS AND STRATEGIES TO BUILD THE CAPACITY OF ONE-STOP STAFF

GOAL 1. PROVIDE EFFECTIVE STATE LEADERSHIP FOR CAPACITY-BUILDING

States can play a number of different leadership roles in One-Stop capacity-building. The particular role chosen by a given state often depends upon the availability of state and local personnel with capacity-building expertise, the level of resources available for state and local capacity-building initiatives, and the identified staff training needs at both the state and local levels.

Most states find it useful to convene a capacity-building work group or committee to guide One-Stop capacity-building efforts. State-level capacity-building work groups usually represent a number of different state and local agencies involved in One-Stop implementation. Since staff job descriptions and work tasks are sometimes affected by One-Stop capacity-building efforts, capacity-building work groups may also coordinate closely with labor unions that represent staff at state and local sites.

States embarking on One-Stop implementation may delegate the responsibility for overseeing capacity-building efforts to a variety of different organizational entities, including the following:

- The human resources unit or a training unit within the lead One-Stop state agency.
- An existing non-profit training institute that is experienced in delivering training to state and local workforce development staff.
- The state project staff responsible for overall One-Stop system-building.

In arranging for the delivery of One-Stop-related training, these administrative units may call on a variety of different service providers including (1) existing staff from workforce development training institutes or state agency training divisions, 2) state One-Stop planning team members, 3) formal or informal "peer trainers" including staff from state partner agencies or local One-Stop career centers, and 4) outside trainers whose services are available for a fee, including individual consultants or employees of public or private education and training institutions.

During the early stages of One-Stop implementation, states often face the dual pressures of developing an on-going capacity-building system and responding to the immediate capacity-building needs of first-year implementation sites. Although states are typically interested in developing an ongoing capacity-building structure for their newly integrated workforce development system, local sites often need immediate capacity-building assistance with the early stages of partnership building and system transformation.

In the remainder of this section, we describe some of the different leadership roles that states can play in guiding One-Stop capacity-building efforts, including (1) responding to immediate local capacity-building needs on an as-needed basis; (2) identifying needed skills, assessing skills gaps, and developing long-range state-wide capacity-building plans; and (3) encouraging and supporting local capacity-building initiatives.

Strategy 1. Respond to Immediate Local Needs With Just-in-Time Training and Individualized Technical Assistance

To address the immediate capacity-building needs of local sites, states need to be able to respond to early organizational difficulties in partnership formation and help address the most pressing skills gaps among managers and direct service staff.

Approaches that states can use to assist local sites with their immediate training needs include the following:

- *Providing basic orientations for all state staff involved in One-Stop projects on a regional or statewide basis.* In early capacity-building sessions, most states begin "at the beginning," with a discussion of the state's vision for its One-Stop system. A second topic often covered in early training sessions consists of training for organizational change.
- *Designating one or more state staff as local site "liaisons," assigned to interact with local sites on an ongoing basis about their implementation progress.* One of the important functions of local site liaisons is to alert the state-level capacity-building team if a local One-Stop site needs immediate training assistance to overcome an important implementation barrier or problem.
- *Having members of the state One-Stop project team serve as de facto facilitators* who are available to conduct local team-building exercises, provide training in conflict management, and assist in resolving problems that arise in the formation of local partnerships.
- *Using existing training materials* to support first year team-building and quality-related efforts, such as materials developed by *Simply Better, Quest for Quality*, and *Q-Step.*
- *Contracting with appropriate public and private training providers* or assisting local sites to identify their own training providers to respond to urgent training needs.

Some states, not wanting to overwhelm local sites with excessive training during the first year—particularly on complex organizational subjects such as team building, addressing organizational change, and training in continuous quality improvement strategies and collective decision making—have extended their schedule for training on basic One-Stop skills over several years.

Examples of Responding to Immediate Local Training Needs With Training and Individualized Technical Assistance

Example #1—Providing Early Training on the State's One-Stop Vision. At the time of the state's initial initiative to promote consolidation of services across JTPA and ES/UI partners, Indiana state staff provided training designed to achieve a common understanding of the One-Stop initiative as well as about the details of different programs operating within a local career center setting. **State of Indiana**

Example #2—Funding State Liaisons to Assist Local Areas. In Wisconsin, state One-Stop liaisons work with local implementation areas to identify One-Stop implementation problems and provide technical assistance resources. Information on training needs obtained by the local liaisons also flows to the One-Stop project team. **State of Wisconsin**

Example #3—Providing Regional Capacity-Building Forums and Ad Hoc Technical Assistance to Individual Local Areas. During the first year of One-Stop implementation, the state's One-Stop program manager, together with other members of the state One-Stop project team, assisted local One-Stop staff with team-building challenges. Described as "putting out brush fires", team members would often conduct day- long meetings with key local agency representatives to find ways to overcome obstacles to cooperation. Regional capacity-building forums also took place early on to discuss such basic themes as managing the change process and customer satisfaction. **State of Texas**

Example #4—Targeting Members of One-Stop Policy Boards for Early Capacity-Building Assistance. In Ohio, the state's human resources work team determined that developing the capacities of all partners and staff within each participating organization was a task that would span a number of years. During the first year of One-Stop implementation, the human resources work team decided to begin immediate training for the staff of policy boards and administrative entities responsible for overseeing One-Stop systems. Topics covered included understanding the One-Stop concept, developing a common vocabulary across One-Stop partner agencies, determining the roles of different agencies, problem solving, communications skills, reaching consensus, and strategic planning. **State of Ohio**

Strategy 2. Assess Staff Training Needs and Develop a Long-Term Capacity-Building Plan

To develop ongoing capacity-building systems, states often identify long-term training needs and goals, review existing training resources and curricula, and set aside system-building resources to fill some of the gaps in a way that will meet the training needs of multiple agencies whose staff are working within the One-Stop setting. Identifying the capacity-building needs of One-Stop staff employed by variety of different partner agencies is a critical first step in developing a long-term capacity building plan to support One-Stop system operations over time. Approaches that states have used to help assess training needs include the following:

- Using pilot- or early-implementation sites to inform the state about capacity building needs to be addressed in the rest of the state.
- Conducting written surveys of agency staff in sample sites or throughout the state.
- Developing an automated needs assessment tool that can be completed by staff interested in developing individual training plans.

To address the training needs identified as a result of these assessments, a number of states have developed long-term training plans. In some states, plans to implement these long-term training plans are organized and initiated at the state level; in other states, local sites are encouraged by the state to develop locally tailored responses to the identified training needs.

Examples of Assessing Staff Needs and Developing Long-Range Capacity-Building Plans

Example #1—Using a Written Survey to Assess the Training Needs of Direct Service Staff and Managers. In 1993, the state of Minnesota undertook a survey of ES and UI staff to determine staff development needs. All managers, supervisors, and "lead workers" and 25% of all other staff in the division were included in this survey. Responses indicated that staff needed more program-based training and that staff wanted training to be a regular and on-going activity that would help employees develop and diversify their job skills. A labor-management team was also established at the state level to assist in establishing an effective training model. As a follow-up to this initial survey, the state director of training for the lead One-Stop agency conducted an "integrated needs assessment" of all One-Stop partners. This resulted in the expansion of the capacity-building program to include all agency partners, with one set of training activities and materials devoted to the training needs of direct service staff and another set designed for supervisors and agency managers. **State of Minnesota**

Example #2—Developing an Automated Skills Assessment Tool to Measure the Competencies Needed in the One-Stop Setting. In Wisconsin, the state's One-Stop capacity-building team conducted surveys to identify key competencies needed by local staff from a variety of partner agencies. The skills assessment was designed to identify workplace competencies that local site staff would need for their sites to achieve the state's One-Stop "process standards." An automated needs assessment tool was developed for use by over 2,000 local One-Stop staff statewide. Results from the first round of skills assessments of center staff were used to develop a broad menu of training options from which local staff can select training to support the mastery of specific competencies. **State of Wisconsin**

Example #3—Assessing the Needs of Supervisory Staff. The state of Connecticut's capacity-building committee conducted a "leadership survey" to determine the quality of staff supervisory skills. Front line staff were asked to rate their supervisors on key leadership qualities, supervisors completed a self-assessment of their level of comfort with particular tasks, and managers were asked to assess the skills of supervisors. The results of the surveys were used to assess the need for training to strengthen supervisors' and managers' skills. One training need identified as a result of the assessment was the need for training in the skills needed to market One-Stop systems, including the skills needed to develop brochures and newsletters. **State of Connecticut**

Example #4—Assessing Technology Training Needs Using In-Depth Surveys. To measure local technology training needs, the state-level capacity-building committee in Iowa developed an in-depth survey for state and local One-Stop staff. The responses to these surveys revealed that staff at each of the local core partner agencies required immediate training in the use of basic technology (e.g., computer literacy, word processing, and spread sheet applications) as well as training in how to use technology-based customer products. To test a planned systemwide response, one local site was used to pilot the delivery of ten hours of technology training for all center staff. **State of Iowa**

Example #5—Planning a State-Level Multi-Phased Capacity-Building Project. Early training efforts in Indiana were designed to train the staffs of ES, UI, JTPA, and VETS about the details of the different programs operating within local career center settings. More recent waves of training have focused on cross-training for front-line staff as well as on training all staff to use the new automated technology-based systems and products. **State of Indiana**

Strategy 3. Encourage and Support Local Capacity-Building Efforts

Some states provide overall state guidance and financial support for capacity building but delegate the selection of providers and the development and delivery of specific training curricula to individual regions or local sites. Specific state approaches that can be used to support local capacity-building activities include the following:

- Requiring local One-Stop centers to describe staff training needs and indicate how these needs will be met.
- Giving regional boards the primary responsibility to assess local training needs and develop training responses.
- Creating opportunities for peer-to-peer information-sharing among One-Stop staff from different local areas at state-sponsored problem-solving conferences.

- Reserving funds from One-Stop implementation grants to support local capacity-building initiatives or encouraging local sites to use One-Stop implementation funds for this purpose.
- Teaching local One-Stop staff how to develop workshops, conduct training sessions, and use peer-to-peer training and shadowing techniques, so that they can provide their own training at times and in locations that are accessible to local One-Stop staff.
- Developing "self-study" training guides that One-Stop staff can use on-site during free moments. One state developed a self-study training module for job counselors who work in the center's information resource center. The training module calls for staff to "shadow" experienced counselors as part of the training.

Examples of Encouraging Local Capacity-Building Efforts

Example #1—Supporting Innovation by Local Career Center Operators with State Technical Assistance and Support. In Massachusetts, the state wants to support local innovations in the design and delivery of services to job-seeker and employer customers. Thus, the state tries to avoid being too prescriptive about training goals, although it offers ongoing technical assistance and support to staff from local career centers and regional employment boards. Staff from regional employment boards are also expected to play an active role in attending to the training needs of staff at local career centers. **State of Massachusetts**

Example #2—Encouraging Peer-to-Peer Training. Wisconsin has developed a "train the trainer" approach. Local sites may designate representatives to attend initial state training sessions. Training graduates are then expected to train their local One-Stop peers. The state's intention is to encourage the development of networks of peer-led training sessions with involvement by local direct service staff. The state also encourages local staff to adopt best practices used elsewhere in the state and the country. **State of Wisconsin**

GOAL 2. PREPARE ONE-STOP STAFF TO WORK TOGETHER IN A TRANSFORMED ORGANIZATION DRIVEN BY CUSTOMER NEEDS

An initial capacity-building priority for most states and local sites is to prepare policy makers, managers, and staff to work within a system driven by customer needs rather than program-based goals. A number of states and local areas are attempting to increase the customer focus of workforce development systems by reorganizing One-Stop systems around the principles of total quality management, team building, and continuous improvement. Staff training can help support the transformation of workforce development systems into customer-driven systems by teaching skills that help managers and staff (1) function effectively within a "high performance" organization and (2) cope with the stresses created by organizational change.

Strategy 1. Train One-Stop Managers and Staff in the Skills Needed in a High-Performance Workplace

Training activities designed to support an increased customer focus often cover the following topics and skill areas:

- How to listen to and communicate effectively with customers.
- How to develop interagency teams, so that staff employed by different agencies feel that they are part of a shared One-Stop enterprise.
- How to think "out of the box" to design innovative and creative solutions to customers' problems.
- How to negotiate and find "win-win" solutions to organizational problems.
- How to plan for continuous improvement.

States and local sites can use a number of different training approaches to help One-Stop staff and managers develop the skills they need to support the delivery of customer-focused services, including the following:

- Informing staff about the increased customer focus of One-Stop services.
- Teaching One-Stop staff technical skills in a team setting to help develop a sense of camaraderie and team spirit.
- Providing explicit "team-building training," the content of which deals directly with the team-building process, communication skills, and participatory decision making.

- Practicing listening, communication, and problem-solving skills in the context of working with One-Stop team members, serving individuals, and serving employer customers.

Ideally, capacity-building to prepare staff and managers to function within high-performance workplaces should progress gradually from level to level to include an understanding of the concepts associated with total quality management, as well as an opportunity to observe and analyze the use of these skills in an applied context, followed by opportunities to practice high-performance skills in both simulated and actual One-Stop service delivery settings.

Examples of Providing Training in High-Performance Workplace Skills

Example #1—Imbedding Practice in High-Performance Skills Into the One-Stop Work Process. Staff of the FutureWorks Career Center in Springfield, Massachusetts are well-versed in the paradigm of the high-performance workplace. One opportunity for staff to develop and maintain high-performance skills is participation on the "No Excuses" team. This cross-functional team of six staff is responsible for ensuring that the organization maintains a customer focus by designing mechanisms for customer feedback and using customer feedback to inform a continuous improvement process. Membership in the "No-Excuses" team rotates over time. **Springfield, Massachusetts**

Example #2—Providing State-Sponsored Training on Basic Communication Skills. In Connecticut, state-initiated training began with several "basic skills" modules designed to improve the quality of customer service. Sessions were designed to (1) enhance basic communications skills and encourage active listening and problem-solving on the part of staff, (2) help staff practice providing high-quality customer services in a simulated One-Stop service environment, and (3) improve the skills of staff in serving One-Stop customers over the telephone. In these basic skills training sessions, staff from different agencies were encouraged to work together. Trainees were presented with a variety of customer service scenarios and used role-playing techniques to respond to these scenarios. **State of Connecticut**

Example #3—Developing a Long-Term Training Plan to Address Organizational Change Issues. In Iowa, the state capacity-building committee identified training in "systems change" as a high priority. State capacity-building staff recognized that addressing organizational change issues and training One-Stop staff to use continuous quality improvement, team building, and collective decision- making skills would be a long-term project. The state decided to move slowly and steadily on organizational training issues. During the first implementation grant year, state staff started to encourage a One-Stop team identity by providing training on less controversial topics—such as technology skills—to local One-Stop staff in an interagency setting. **State of Iowa.**

Example #4—Providing Total Quality Management Training to Staff As Part of a Workforce Excellence Initiative. The Minnesota Department of Economic Security, through its Office of Quality Resources, joined forces with the state JTPA Association to launch a "Workforce Excellence Initiative" funded in large part by a foundation grant. The objectives of this initiative included (1) creating "model partnerships" among federal, state, local, and private organizations and (2) promoting customer satisfaction and continuous improvement based on total quality management criteria. Workforce Excellence training was planned for groups of approximately 100 staff at a time. **State of Minnesota**

Strategy 2. Provide Training to Help Staff Adjust to Organizational Changes

Planning for widespread change in agency identities, job descriptions, physical work sites, customer services, and accountability mechanisms can arouse deep-seated fears among the staff of the agencies participating in the One-Stop initiative. Staff become concerned about the long-term future of their agencies, the adequacy of their current work skills, and their individual job security. Thus, in addition to giving One-

Stop staff a positive vision of the customer-oriented services, capacity-building efforts are often oriented to help staff adjust to the stresses associated with organizational change.

Training topics that states and local One-Stop partners might want to consider addressing to help staff and managers deal with their fears about organizational change include the following:

- How to manage organizational change.
- How to resolve conflict.
- How to respect diversity, both among partner agencies and among customers.

Training delivery designs that may be useful in increasing staff capacity to deal constructively with organizational change include the following:

- Acknowledging the reality of organizational tensions head on and discussing staff and management concerns about One-Stop system integration.
- Teaching managers and staff about the psychology of the individual and organizational responses to change and techniques to "manage the change process."
- Providing opportunities for staff from different programs to become acquainted with the details of the other agencies and programs involved in the One-Stop partnership.
- Providing a state or third-party facilitator to assist in resolving interagency tensions at the local level as part of "hands-on" training in conflict resolution skills.
- Encouraging local One-Stop partners to hold a retreat or a series of planning sessions *prior* to opening a One-Stop center, so team-building experiences can help dispel concerns about "turf issues" before staff have to deal with the pressures of serving customers in a shared physical facility.

Examples of Training Staff to Cope with the Stresses of Organizational Change

Example #1—Emphasizing Cross-Training and First-Hand Knowledge of Partner Programs. Although the agencies responsible for JTPA, ES, and Vocational Rehabilitation had been co-located since 1991, organizational change became particularly stressful after December, 1994, when staff perceived that the three agencies were "thrown together" to formulate a proposal for the integration of One-Stop services. Opportunities for staff to obtain first-hand knowledge of partner programs and first-hand contact with staff from partner agencies through working on various One-Stop operations committees were extremely helpful in assuaging staff fears. As a result of the strong emphasis on cross-training and coordination of activities across agency partners, staff identification with the center as a whole increased and identification with individual partner agencies decreased. **Blaine, Minnesota**

Example #2—Acknowledging Organizational Tensions Head-On. Because the state has a strong tradition of unionization, Connecticut has had to address concerns that have arisen as a result of efforts to redefine the job responsibilities of One-Stop staff. A 16-member state-level "cross-training committee" is composed of equal numbers of union and management representatives. Bi-monthly meetings keep union members informed about the state reorganization, and address union concerns about salaries, job performance, and job security issues. The committee also keeps staff informed about how organizational changes will affect their job descriptions and work responsibilities. The open flow of information about organizational concerns has made the change process less traumatic for One-Stop staff than it might otherwise have been. **State of Connecticut**

Example 3—Using Diversity Training to Increase Staff Tolerance for Different Organizational Cultures. Respondents at the One-Stop center in Lake Jackson, Texas indicated that attendance at an off-site training session that used an "off the shelf" diversity training package titled *Across Borders* increased the ability of One-Stop staff to understand different organizational cultures and communicate more effectively across agency lines. Staff also praised a training module on change management prepared by the Harris County Private Industry Council, another of the agencies participating in the regional One-Stop partnership. **Lake Jackson, Texas**

GOAL 3. TRAIN STAFF TO CARRY OUT BROADER JOB FUNCTIONS WITHIN A ONE-STOP SERVICE SETTING

In most sites, the state and local agencies involved in providing One-Stop services have developed a number of coordinated and consolidated service delivery arrangements to make services funded by different programs "seamless" from the perspective of One-Stop customers. These service delivery arrangements range from coordinated intake, information, and referral procedures (using a "no wrong-door" approach) to consolidated delivery systems for selected core and enhanced customer services. Whatever level of service integration is undertaken, staff capacity-building activities are often needed to make sure that staff are prepared to provide redesigned services appropriate to the integrated One-Stop service setting.

Strategy 1. Orient Staff to the Full Range Of One-Stop Partners, Programs, and Services

The first capacity-building strategy to ensure that One-Stop staff are prepared to deliver high-quality seamless One-Stop services is to train staff from all agencies to be knowledgeable about other partners' programs so that accurate program information can be shared and appropriate client referrals made. This is particularly important in sites that use the "no wrong door approach" with dispersed physical service locations or sites that have partners co-located at the center only on a part-time basis.

Training to make staff knowledgeable about the full range of One-Stop partners and services can take a variety of different forms, including the following:

- Formal or informal peer-to-peer training by staff from different agencies and programs within the One-Stop center, e.g., through weekly "seminars" to inform staff about other program area services.

- The preparation and distribution of written descriptions of the services, eligibility requirements, and other features of different categorical programs.
- The formation of interagency work groups within which staff from different programs can discuss opportunities for and barriers to service consolidation.

Examples of Orienting Staff to the Full Range of Partners and Programs

Example #1—Sharing Information Locally Through Staff Presentations and the Distribution of Written Materials. The Wood County Employment Resource Center sponsored a training workshop for staff from all agencies participating in the local One-Stop system. At the workshop, a representative from each partner agency made an oral presentation and provided all attendees with written information about the agency, the services it provides, and program eligibility criteria. The session was considered to be highly successful by all partners because it improved their ability to make appropriate referrals. **Bowling Green, Ohio**

Example #2—Identifying Job Shadowing and User-Friendly Program Primers as Potential Capacity-Building Activities. Although they had not yet implemented specific mechanisms to share information about programs across different agencies, One-Stop planners in the state of Maryland were considering several different activities, including the development of "job shadowing" arrangements among staff from different agencies and the development of user-friendly manuals on the programs operated by different agencies participating in the One-Stop initiative. **State of Maryland**

Example #3—Informing Local Career Center Operators About the Requirements Associated with Different Categorical Programs. Competitively selected career center operators in Massachusetts had to learn enough about the requirements of different categorical programs to be able to observe individual program regulations while providing services in a totally integrated One-Stop context. The state One-Stop project office, with the assistance of the state Department of Employment, organized training sessions around the eligibility and reporting requirements for the different categorical programs. In addition, career center staff who were experienced in providing services under a particular categorical program trained other staff in the details of that program. **State of Massachusetts**

Strategy 2. Cross-Train Staff to Take Responsibility for Broader or More Flexible Service Functions

In addition to training all staff to be familiar with the full-range of One-Stop partners, programs, and services, a number of states and local areas have designed cross-training activities to prepare staff to provide a broader or more flexible range of customer services within One-Stop centers.

In some sites, cross-training plans are developed to support a formal reorganization of staff job descriptions and the delivery of a redesigned menu of One-Stop services. Many agencies have already developed cross-training to consolidate the delivery of ES and UI services by staff assigned to an integrated ES/UI services team. Cross-training to merge the ES and UI functions provides a valuable model of how to cross-train other staff to support the delivery of integrated services in a One-Stop setting. However, if a site is already in the process of merging the responsibilities of ES and UI staff, managers may need to be cautious about involving ES and UI staff in cross-training involving additional services and programs, so as to prevent overwhelming staff with new information and responsibilities.

Other state or local One-Stop partners use cross-training to encourage staff to share job responsibilities on a more informal basis. In these sites, cross-training is intended to prepare staff to step in to serve One-Stop customers with information about or assistance with available programs when needed (i.e., when the staff responsible for a given program or service are not available or are busy with other customers). To support broader and more flexible service delivery roles, One-Stop staff need to receive training in a set of generic One-Stop skills that prepare them to assist customers with varied needs who may be eligible for a wide range of programs.

Specific training techniques useful in cross-training usually include both formal instruction and "learning by doing." For example, cross-training to teach staff to assist customers in a One-Stop resource room might include several of the following activities:

- Formal instruction in resource room tools and procedures.
- In-service training about the special needs of specific customer groups (e.g., training on how to be sensitive to the special needs of customers with disabilities).
- Opportunities to observe an experienced resource room counselor or aide.
- Time to practice assisting customers in the resource room under the supervision of an experienced staff member.
- Rotation of staff assigned to one program through other program areas for a brief period so they can become familiar with the personnel in the other program area and with the program itself.

Participation on a cross-functional or interagency problem-solving team can also be an effective training tool to broaden the skills of One-Stop service delivery staff. Opportunities to work as members of interdisciplinary problem-solving teams enables One-Stop staff to learn a variety of skills from staff with widely differing work histories and formal training.

Examples of Cross-Training One Stop Staff to Take Responsibility for Broader or More Flexible Service Functions

Example #1—State-Initiated Cross-Training. Since the mid 1980's, Indiana has trained JTPA, ES, UI and VETs staff about the details of the different programs operating within local career centers. More recent waves of training have continued to focus on cross-training front-line staff in generic skills, by providing training on counseling theory, career counseling, and case management. **State of Indiana**

Example #2—Identifying Opportunities for Informal Skills Transfer Across Staff From Different Programs. Staff at the Lawrenceburg, Indiana, Workforce Development Center emphasize informal information sharing and skills transfer, rather than "learning how to do someone else's job." This skills-sharing approach is intended to move staff gradually toward the development of broader skills, in contrast to formal cross-training, which would be required to prepare staff for a new job description. **Lawrenceburg, Indiana**

Example #3—Developing Broader Staff Skills by Involving Staff as Members of Cross-Agency Teams. After relocating income maintenance and child-care assistance staff to the One-Stop center, the managers of the Minnesota Workforce Center–Anoka County formed cross-agency teams to design consolidated services for five distinct welfare-to-work programs. To prepare them for this challenging task, staff from multiple agencies underwent several days of team-building training. **Blaine, Minnesota**

GOAL 4. PREPARE STAFF TO PROVIDE INTEGRATED ONE-STOP SERVICES

States and local areas have developed very different approaches to providing seamless services to One-Stop customers. Across all sites, One-Stop centers are committed to making user-friendly information on employment- and training-related topics available to all customers. In addition, a number of sites have re-engineered integrated "front-end" services, such as customer reception, intake and eligibility screening, and orientation. Some One-Stop systems have developed integrated service delivery designs for assessment, case management, the provision of job search assistance, and the delivery of services to employers. In this section, we discuss the different types of training that states and local areas have developed to prepare staff to provide integrated One-Stop services.

Strategy 1. Train Staff to Support the Delivery of Automated Information Services

Most states and local sites have identified two important capacity-building needs that must be addressed before staff can assist customers with One-Stop information services: (1) basic training in computer technology and (2) training in how to assist customers to use the specific information tools and products developed for the One-Stop setting. Some sites have discovered, through an assessment of the skills of local

One-Stop staff, that many or most staff need basic computer skills training. Other sites have found that many staff have a basic familiarity with computers and computer applications, but need specific training in the One-Stop information products that have been developed for customer use. It is important for states and local sites to find out what One-Stop staff do and do not know before developing plans for technology training.

Examples of Training Staff to Support the Delivery of Automated Information Services

Example #1—Addressing the Need for Staff Training in Basic Computer Literacy. In Iowa, initial needs assessments showed that staff in some local areas required basic computer literacy training, including exposure to word processing and spreadsheet applications in addition to training in specific technology-based customer products. The state identified basic computer literacy as the necessary starting point to prepare staff to support the delivery of automated information services to customers. **State of Iowa**

Example #2—Preparing a Technology Curriculum for Supervisors and Direct Service Staff. After substantial investments in technology were made in Connecticut, training staff in the use of technology was identified as an important challenge. Connecticut One-Stop project staff collaborated with the agency's information technology staff to develop technology curriculum units for supervisors and local staff. For example, the state began providing staff with training in using the Internet as a tool in the job search process in the mid-1996 to coincide with the state's development of an Internet Web site. **State of Connecticut**

Example #3—Providing State Training to Ensure that Career Center Staff are Competent in Using the Internet. Although the staff of most of Massachusetts' operating career centers are already adept at manipulating on-line search tools, the state One-Stop project staff provided training in the use of the World Wide Web in an effort to ensure a minimum level of competency in using Internet search tools among staff in all the centers. **State of Massachusetts**

Strategy 2. Train Staff to Analyze and Apply Labor Market Information to Address Customer Needs

To help customers realize the potential of improved labor market information, One-Stop customer service staff need to be familiar with the available information and understand how labor market information can be applied to address the service needs of job-seekers and employers. States and local areas have developed several different ways to improve the abilities of staff to extract, manipulate, and apply labor market information in serving One-Stop customers, including the following:

- Providing formal training to local One-Stop staff on how to use labor market information.
- Designating state or regional staff as labor market specialists and assigning these staff to help customers and support other One-Stop staff in the use of labor market information.
- Developing a self-training manual on how to provide labor market information to customers.

Examples of Training One-Stop Staff on How to Use Labor Market Information

Example #1—Providing a Week-Long Staff Development Session on How to Use Labor Market Information. The Ohio Bureau of Employment Services' Labor Market Information Division operates a Professional Development Institute. The Institute has developed a week-long training curriculum for One-Stop center staff on how to use labor market information. The curriculum involves hands-on practice using case study examples. **State of Ohio**

Example #2—Hosting a Statewide Conference and Providing On-Site Training at Local One-Stop Centers. In Minnesota, the state hosted an "LMI User's Conference" to acquaint One-Stop staff with available labor market information. In addition six new regional labor market analysts conducted a number of LMI training sessions for One-Stop staff on how to use career and occupational information software customized for the local area. **State of Minnesota**

Example #3—Developing a Self-Training Manual. The state of Indiana has developed a guide to assist One-Stop customers and staff in using labor market information. **State of Indiana**

Strategy 3. Train Staff to Carry Out Other Integrated One-Stop Service Functions

A number of states and local sites have re-engineered one or more customer services, such as intake, case management, and assessment, as integrated One-Stop services. Sites that provide integrated services using staff and funding from a variety of different agencies and categorical funding streams need to train staff to provide the new shared services in a consistent way. Examples of functions that different states and local sites have developed as integrated One-Stop services include receptionist, intake counselor, career counselor, resource area specialist, assessment specialist, job placement counselor, and employer services representative.

Some sites have developed formal training curricula and certification procedures to ensure that One-Stop staff are prepared to carry out shared One-Stop service functions. Other sites have developed less formal training programs. The level of formality needed in training staff for integrated One-Stop functions depends on the size of the One-Stop staff, the number of different staff carrying out a given function, the complexity of the function, and whether individual One-Stop staff are assigned to provide the services on a full-time or part-time basis.

Examples of Training Staff to Carry Out Other Integrated Service Functions

Example #1—Statewide Training for Resource Area Specialists. Perhaps the most intensive training design is a 16-day curriculum developed by the Maryland Institute for Employment and Training Professionals to train designated individuals to function as "resource area specialists" within local One-Stop centers. **State of Maryland**

Example #2—Statewide Training and Certification of Resume Writers. In Connecticut, a formal training curriculum was developed to prepare and certify staff from all 19 Job Centers as "resume writers." Training staff in resume writing skills was seen as particularly important in this state because of the advent of new technologies such as America's Talent Bank, in which job seekers can post their resumes electronically. **State of Connecticut**

Example #3—In-House Training of Staff Working at the Reception Desk. At the Wood County Resource Center, several staff share responsibility for staffing the reception desk. Because most One-Stop partners are present at the center only part-time, it is important for receptionists to be able to conduct intake, identify customer needs, and refer customers to partner agencies at their home sites. Formal training sessions were used to ensure that receptionists could provide accurate information to One-Stop customers. **Bowling Green, Ohio**

Example #4—In House Training of Staff to Carry Out Shared Assessment Function. In the Des Moines, Iowa, Workforce Development Center, staff from a number of different agencies have agreed to help staff an integrated One-Stop assessment center. The community college that took the lead in developing the assessment center is preparing a formal curriculum to train other staff to work as assessment specialists. **Des Moines, Iowa**

GOAL 5. TRAIN MANAGERS IN THE NEW SKILLS NEEDED IN THE ONE-STOP SETTING

One-Stop managers need special skills to promote and oversee customer-oriented services within integrated One-Stop systems. States and local areas have found that managers often need training in the following areas:

- Maintaining the information infrastructure to support technology-based customer services and One-Stop management tools and information-sharing procedures.
- Marketing One-Stop services to individual and employer customers, as well as to the general taxpayer public and elected officials.

- Measuring customer satisfaction and using performance data to support continuous improvement efforts.
- Generating One-Stop revenues and allocating One-Stop costs.

Examples of Training Managers in the Skills Needed to Promote and Oversee One-Stop Centers

Example #1—Developing a Menu of Training Offerings for Managers. The state of Indiana has developed a broad menu of staff development offerings. Training designed for One-Stop managers includes training in leading meetings, solving problems, and communicating effectively. **State of Indiana**

Example #2—Training Local One-Stop Managers How to Design Performance Measures and How to Analyze Performance. In Connecticut, the state trained local One-Stop staff how to design supplementary performance measures and how to analyze local performance on both state-mandated and locally-initiated performance measures. **State of Connecticut**

Example #3—Training One-Stop Managers on Fiscal Issues. A critical skill for managers in the current One-Stop environment is how to use funds from multiple categorical funding streams to support the delivery of integrated One-Stop services. In Texas, a round of regional training conferences planned at the time of the evaluation site visit focused on funding and financial management issues for One-Stop center managers. **State of Texas**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF ASSESSING TRAINING NEEDS

Attachment 5-A. Summary of State of Indiana Core Competencies Project

Attachment 5-B. Wisconsin's Model for One-Stop Capacity Building (1995)

EXAMPLES OF DEVELOPING TRAINING CURRICULA FOR STAFF AND MANAGERS

Attachment 5-C Description of Workshops at Minnesota Training Conference for Labor Market Information Users (1996)

Attachment 5-D. Connecticut's Three-Year Plan for Staff Development Services (1995-1997)

Attachment 5-E. Maryland Institute for Employment and Training Professionals' CareerNet Capacity Building Plan (1996)

6. FINANCING ONE-STOP SERVICES

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6. FINANCING ONE-STOP SERVICES

INTRODUCTION

The vision guiding One-Stop implementation in most study sites is of a customer-oriented system in which customer needs—rather than categorical program regulations—drive the design and delivery of workforce development services. To further this vision, One-Stop partners have to develop new financing mechanisms that can be used to support integrated services.

At the time that many states were first planning their One-Stop systems, it was expected that the 104th Congress would pass federal workforce development block grant legislation that would create a consolidated funding stream to finance One-Stop services. In the absence of block-grant legislation, it is necessary to fund One-Stop services by piecing together resources from a number of different categorical programs, each of which has its own target group, eligibility requirements, allowable services, and reporting and performance requirements.

In this chapter of the *Practitioners' Guide*, we describe the different strategies that states and local areas can use to finance a comprehensive menu of One-Stop services, while still meeting the legislative and regulatory requirements of the different funding streams used to support the delivery of services to One-Stop customers. Specific goals furthered by these strategies include the following:

- Provide state guidance on how to finance One-Stop services.
- Develop cost-sharing arrangements that blend resources from multiple funding streams.
- Use One-Stop implementation grants as a catalyst.
- Identify additional financial resources to support universal services.

GOALS AND STRATEGIES TO FINANCE ONE-STOP SERVICES

GOAL 1. PROVIDE STATE GUIDANCE ON HOW TO FINANCE ONE-STOP SERVICES

Many of the arrangements for sharing funds to support One-Stop operations are worked out in detail at the local level, even when they involve state agencies as local

One-Stop partners. States can support local systems in piecing together funds to finance One-Stop services by (1) encouraging the formation of integrated One-Stop budgets, (2) supporting tests of new cost-allocation methods, and (3) encouraging the use of Wagner-Peyser (ES) funds and staff to support One-Stop operations.

Strategy 1. Encourage Local Sites to Develop Integrated One-Stop Budgets

Because of the continued applicability of different accountability requirements for each categorical funding stream, many One-Stop implementation states stop short of actually consolidating funds from different categorical programs. To support the delivery of integrated services, however, many states encourage local areas to develop financial and non-financial interagency agreements at the local level. Where possible, these locally negotiated cost-sharing agreements should also involve the state agency(ies) responsible for the large state-administered workforce development programs/funds: Wagner-Peyser, Unemployment Insurance, Veterans Employment Programs, and Trade Adjustment.

To encourage coordinated budgeting of workforce development services at the local level, states can:

- Require or encourage local One-Stop systems to develop integrated budgets showing how resources from multiple partner agencies are being used.
- Develop model state-local cost-sharing agreements for local areas to adapt.
- Require local partners to develop locally negotiated coordination and cost-sharing agreements.

Examples of Encouraging Local One-Stop Systems to Develop Integrated Budgets

Example #1—Requiring Local Areas to Develop Plans for Integrated Services. The financing of integrated workforce development services in Texas depends on the ability of local workforce development boards to negotiate financial and non-financial coordination agreements among local One-Stop partners. Local workforce development boards and local service providers continue to be responsible for expending moneys from each categorical funding stream in a manner that is consistent with the legislative and regulatory requirements for the individual programs. **State of Texas**

Example #2—Encouraging Local One-Stop Centers to Develop Integrated Budgets for Planning Purposes. Iowa encouraged local One-Stop centers to develop integrated budgets showing how resources from multiple partner agencies were being used. **State of Iowa**

Example #3—Requiring Local One-Stop Systems to Develop Integrated Budgets Using Formal Cost-Sharing Agreements. The Indiana Department of Workforce Development requires local Private Industry Councils to develop formal interagency cost-sharing agreements based on a model "integrated services contract" developed by the state. These contracts make possible to develop integrated career center service plans and budgets with coordinated funding from the ES, UI, and JTPA programs. **State of Indiana**

Example #4—Merging Funding Streams at the State Level. The MassJobs Council in Massachusetts developed an integrated funding stream to support pilot One-Stop career centers by convincing five state agencies to transfer a total of $10 million to the council for the operation of career centers in four selected regions. Chartered career center operators were awarded integrated funds directly by the MassJobs Council. The individual centers were still responsible for meeting the accountability requirements of each funding stream. **Commonwealth of Massachusetts**

Strategy 2. Support Alternative Cost-Allocation Methods

A Cost Allocation Workgroup—sponsored by the U.S. Department of Labor, with representation from federal, state, and local workforce development agencies—has developed a technical assistance guide (TAG) that describes alternative methods to account for program costs in integrated service settings.[1] In response to revised Office of Management and Budget (OMB) guidelines that allow Federal agencies to work with States or localities that wish to test alternative cost-allocation mechanisms, the Department of Labor's alternative cost-allocation initiative suggests a new approach for sharing resources and paying costs within integrated service delivery systems.

The methods described in the Cost-Allocation Technical Assistance Guide (TAG) are currently being tested on a limited basis by state and local One-Stop systems across the country. The TAG approach is based on sharing resources across partner agencies and funding streams to provide integrated services. Costs are allocated based upon performance goals and revised based upon performance outcomes for customers eligible for different programs. Fifteen designated pilot sites are being "held harmless" for using the cost-allocation methods described in the TAG by the U.S. Office of Management and Budget and the federal departments of Labor, Education, and Health and Human Services.

Additional states may want to initiate or encourage local areas to initiate modified cost allocation procedures based on the concepts and procedures described in the TAG. However, DOL advises additional sites to obtain appropriate clearances from their auditors and oversight agencies before implementing the new cost-allocation approaches.

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[1] U.S. Department of Labor, Employment and Training Administration, *Sharing Resources To Provide Integrated Services: A Guide To Activity-Based Cost Allocation*, April 24, 1996.

Example of Encouraging the Use of Alternative Cost-Allocation Methods

Piloting the DOL Cost-Allocation Methodology. The state of Indiana has supported the selection of the Indianapolis Network for Employment and Training (iNET) as a pilot site for the new methods described in the DOL Cost Allocation Technical Assistance Guide. Under the alternative cost-allocation approach, an individual program's total cost share is computed as the proportion of total productivity outcomes received by the program rather than its share of each of the individual cost line items in the One-Stop budget. This permits different partners to contribute different types of resources and pay for different costs, as long as their bottom-line resource shares are equitable. As a result, iNET has been able to develop integrated service delivery agreements with a number of different One-Stop center partner agencies, each of whom is contributing equivalent value to the system by supporting different types of operating and facilities costs.
Indianapolis, Indiana

Strategy 3. Encourage the Use of Wagner-Peyser Funds to Support One-Stop Operations

Because Wagner-Peyser funds are among the most flexible of the program-based workforce-development funding sources and can be used to support the delivery of services to the general public, the ES program is often a key funding source for universal services within One-Stop centers. States can support the financing of One-Stop services with Wagner-Peyser funds using the following approaches:

- *Promoting local flexibility in how ES funds and staff are used to deliver services within One-Stop settings.* States in this group generally encourage cross-staffing and the development of integrated services agreements between ES, UI, and other One-Stop partner agencies at the local level. Local partners are given the discretion to determine what functional service roles ES staff and funds will support within local One-Stop centers.
- *Prescribing how ES funds should be used to support the delivery of One-Stop services.* States in this group offer specific guidelines about what activities ES staff and funds should be used for within local One-Stop service delivery systems.

Examples of Encouraging the Use of Wagner-Peyser Funds to Support One-Stop Operations

Example #1—Allowing Local Partners to Determine What Functions ES Staff Will Play Within One-Stop Centers. The State of Connecticut encourages local JTPA, ES, and UI staff to decide how to collaborate in the delivery of services of One-Stop customers. Based on their previous experience collaborating in the delivery of services to dislocated workers in a number of sites, staff within *Connecticut Works* centers have found a variety of different ways to consolidate services to employers and individuals. **State of Connecticut**

Example #2—Encouraging Cross-Staffing of Functions by Staff from ES, JTPA, and Other Programs. Iowa strongly encourages staff at each center to work toward the functional integration of services. Local sites are required to develop joint administrative processes and governance arrangements at local centers. The state's guidance to local areas calls for integrated delivery of basic services including reception, orientation, assessment, and access to career information. Cross-staffing of employer services and job placement services by interagency functional service teams is also encouraged. The particular role that ES staff should play within One-Stop centers is not prescribed at the state level. **State of Iowa**

Example #3—Specifying What Role ES Staff Will Play Within One-Stop Centers. Minnesota has decided that state Job Service staff will be responsible for job development, job listings, and job matching services for all One-Stop partner programs throughout the state. Local partners may determine how other job-seeker services and other core One-Stop services should be provided. **State of Minnesota**

Example #4—Giving Funding for the Delivery of ES Services to a Competitively Selected Career Center Operator. Massachusetts decided that career center operators selected through a competitive procurement process should take over responsibility for the delivery of Wagner-Peyser-funded services. As a result, the state closed local ES offices operated by the state Department of Employment and Training as One-Stop career centers serving the same jurisdictions opened for business. The statewide implementation of this plan has not been completed because of legal challenges to the practice of delegating the delivery of ES and UI services to non-governmental entities. **State of Massachusetts**

GOAL 2. DEVELOP COST-SHARING ARRANGEMENTS THAT BLEND RESOURCES FROM MULTIPLE FUNDING STREAMS

Given the reality of continued categorical program funding, One-Stop practitioners have to develop formal or informal cost-allocation practices that adhere to the eligibility and expenditure requirements for each separate funding stream while supporting the delivery of seamless customer services.

The alternative cost-allocation procedures being pilot-tested in a number of local sites—as described above under Strategy 2 for Goal 1—are part of an effort to update formal cost-allocation practices to deal with the delivery of public services in an integrated context. Rather than making sure that each agency contributes its fair share of the expenditures within each line-item expenditure category (e.g., rent, equipment, supplies, staff costs for administration, staff costs for customer services), the alternative cost-allocation approach focuses on whether each program's share of total customer benefits is equivalent to its share of total resource inputs. However, local areas that are not approved pilot sites for testing these cost-allocation methods should apply the methods described in the DOL Cost Allocation Technical Assistance Guide only after securing approval from their relevant audit and oversight agencies.

Additional formal and informal cost-sharing approaches that can be used to further the delivery of seamless customer services within the framework of categorical program funding include:

- *Formally allocating overhead, facilities, and equipment costs* among One-Stop partner agencies, particularly those co-located on a full-time basis.
- *Informally sharing facilities, equipment, and furniture* costs among participating One-Stop partners.
- *Promoting service specialization by agency*—having different agencies specialize in the delivery of different services that make up the comprehensive menu of One-Stop services.
- *Using integrated cross-agency service teams*—assigning staff from different agencies and programs to work as members of integrated customer service teams that provide specific types of services (such as intake, case management, or job development) to a wide range of One-Stop customers.
- *Designing split work assignments for individual One-Stop staff*—assigning individual staff to several different work assignments supported by different funding sources.

Strategy 1. Allocate Costs for Shared Facilities and Equipment Using Formal Cost-Allocation Procedures

Agencies that share facilities on a full-time basis often develop formal lease agreements with each other that specify how the costs of the shared facilities and equipment will be allocated. Computing each agency's share of total facilities costs based on its share of total occupied floor area is straightforward when each co-located agency has its own identifiable space within the facility. If the same space is occupied by staff from more than one agency, another principle—such as share of total center staff or share of total center customers—can be used to allocate total facility costs among the co-located agencies.

If a third-party owns or manages the shared One-Stop facility, co-located One-Stop partners often negotiate a shared lease. However, to simplify cost allocation procedures, some agencies maintain separate leases for adjacent spaces, even after they tear down the physical walls between the two spaces.

Examples of Allocating Facility and Equipment Costs Using a Formal Cost-Allocation Plan

Example #1—Maintaining Separate Leases For Adjacent Spaces. At the Lake Jackson Career Center in the Houston-Galveston region, staff responsible for the ES/UI and JTPA programs maintain separate rental agreements for their adjacent office spaces, even though they are employed by the same state agency, because of the need to account for their separate categorical funding. **Lake Jackson, Texas**

Example #2—Allocating a Share of Facility Costs to a Co-Located Partner Agency. At the Arlington Career Center, the JTPA agency—the primary lease holder—charges the Vocational Rehabilitation agency for the space it occupies within the center. **Arlington, Texas**

Example #3—Allocating Costs for Space Shared by Several One-Stop Partner Agencies. In the Lawrenceburg Workforce Development Center, the ES/UI, and JTPA agencies each pay a share of One-Stop facility costs under an "integrated services contract." The welfare-to-work agency—located next door to the center—also pays for its shared use of the center's conference room and classroom space. **Lawrenceburg, Indiana**

Example #4—Paying for the Costs of Shared Facilities, Equipment, and an Operations Manager Through Lease Agreements. All nine on-site partners in the Waukesha County Workforce Development Center pay a share of the costs for shared facilities and equipment as well as for the services of a shared operations manager through individual lease agreements with a neutral non-profit third-party owner. **Pewaukee, Wisconsin**

Strategy 2. Share Facility and Equipment Costs Informally

One-Stop center partners may negotiate several different types of informal or in-kind cost-sharing agreements to cover shared facilities and equipment costs.

First, agencies that share One-Stop center facilities may use informal arrangements and in-kind contributions to share the costs of furbishing and equipping shared activity areas within One-Stop centers. In-kind contributions by participating agencies are often used to furbish and equip shared reception areas, customer resource rooms, career libraries, staff lunchrooms, classroom areas, and other spaces used by staff or customers from more than one categorical program.

Second, where selected staff from one agency are out-stationed to a service facility occupied full-time by another agency, it may be determined that the benefit to the "host" agency from the on-site presence of the "guest" agency is a fair exchange for the cost of the physical accommodations provided. Under these circumstances, the guest agency may not be asked to reimburse the host agency for its share of One-Stop center facility costs. For example, a JTPA agency that holds the lease to a One-Stop center facility may decide that it will not charge a community college for out-stationing GED staff at the center, because JTPA customers benefit from having on-site literacy or GED classes available at the center free of charge. Alternatively, a "guest" agency may be asked to pay for incidental costs associated with its full-time or part-time sharing of One-Stop facilities without being allocated a share of the overall indirect costs associated with center operations.

Third, a partner agency whose funds can be used to serve the general public (e.g., the Wagner-Peyser agency) may agree to pay for the physical facility and supplies for a One-Stop resource room that will be available to all One-Stop center customers. In return, this agency might ask other agencies to contribute staff to help assist One-Stop customers interested in using the resource room.

Allocating expenditures for shared equipment and supplies used in the day-to-day operation of One-Stop career centers is particularly difficult under existing cost allocation arrangements. As described under Goal 3, One-Stop center partners sometimes need to use implementation grant funds to support the purchase of shared communication tools, such as telephone systems and copy machines.

Examples of Sharing Facility and Equipment Costs Informally

Example #1—Furnishing a Shared Assessment Center with In-Kind Contributions. To furnish a shared assessment center in the Des Moines Workforce Development Center, the community college provided the carpeting, the Job Corps program administrator arranged for the carpet installation, the ES agency provided the glue for the carpet, and the JTPA agency traded in some old furniture to get modular wall dividers to separate the assessment area from the surrounding space. **Des Moines, Iowa**

Example #2—Paying for Facilities and Supplies Using In-Kind Contributions. Pursuant to a state requirement for local cost-sharing in One-Stop systems through in-kind contributions, several agencies participating in the Lucas and Wood County One-Stop system contributed facilities and supplies during the first year of center operations. **Bowling Green, Ohio**

Example #3—Housing Out-Stationed Staff Free of Charge. At the Arlington Career Center, the JTPA agency does not charge several agencies that out-station selected staff at the center for a share of facility costs because they return equivalent value to the JTPA agency by making their services available on-site to JTPA clients. **Arlington, Texas**

Example #4—Paying for Facilities and Equipment for a Shared Resource Center with Wagner-Peyser Funds. In Des Moines, Iowa, the ES agency partner agreed to use Wagner-Peyser funds to pay for and equip the resource room in the local workforce development center if staff from other agencies would help staff the room and assist One-Stop customers. **Des Moines, Iowa**

Strategy 3. Assigning Specialized Service Delivery Roles to Different Agencies

To avoid duplication of effort and improve service coordination, a number of local One-Stop partners develop formal or informal agreements about their mutual service delivery roles and responsibilities. At a minimum, coordinated service agreements provide staff from all partner programs with improved information about the services available from other programs and clear guidelines for referring One-Stop customers to different programs.

Sites interested in developing more integrated service delivery arrangements sometimes arrange for different partner agencies to specialize in the delivery of different services to One-Stop customers. For example, one local One-Stop partnership decided that that the ES agency would specialize in providing job-seeker reception, job information and self-access services; the community college would specialize in providing assessment and career information services; and the economic development agency would take the lead role in coordinating employer services.

Sometimes the specialized service roles and customer groups assigned to a particular agency are authorized by that agency's own legislative mandate and sufficient funds are available to provide the agreed-upon services to all One-Stop customers. Under these circumstances, it may not be necessary to develop formal interagency cost agreements to implement an integrated service design based on agency specialization. However, sometimes agencies are selected to specialize in the delivery of One-Stop services for which they do not have existing authority or sufficient funding. Under this scenario, formal service delivery contracts can be used to extend authorization and funding to the appropriate partners. Using such contracts, participating One-Stop agencies may become contracted service providers to each other for the provision of designated services.

Examples of Assigning Specialized Service Roles to Different Agencies

Example #1—Encouraging Local Service Specialization with Job Placement and Job Matching Services Reserved for ES Staff. One-Stop career centers in Minnesota are required to integrate One-Stop services by functional service area, including intake, eligibility determination, assessment, case management, and job development and placement. By state fiat, local ES staff and funds are to be used to provide job development, job listings, and job matching services to all One-Stop customers. Local One-Stop partners are encouraged to develop additional specialized service delivery agreements that enable each agency to "concentrate on what it does best." **State of Minnesota**

Example #2—Using Formal Service Delivery Contracts to Fund Specialized Roles. Service integration at the Waukesha County (Wisconsin) Workforce Development Center was developed around seven different generic service functions. In planning for the transition to One-Stop service delivery, each of the local partners agreed to specialize in one or more of these functions. The local community college agreed to operate a "community career center" to provide assessment and career information services to all One-Stop customers. To authorize and fund this role, the local community college was awarded a consolidated service contract from the JOBS and JTPA agencies to provide assessment and career information services to customers enrolled in these two programs. Additional funding from the community college's own budget enabled the community career center to also offer assessment and career information services to the general public at no charge. **Pewaukee, Wisconsin**

Strategy 4. Cross-Staffing Shared Functions Using Consolidated Interagency Service Teams

Another strategy to finance the delivery of integrated One-Stop services is to "cross-staff" shared service functions—such as intake, assessment, case management, career counseling, and job search assistance—using consolidated service teams. Members of consolidated service teams often provide One-Stop services to a wide variety of One-Stop customers, including customers eligible for targeted programs. Cross-staffing of shared services requires interagency cross-training and integrated staff supervision to ensure that service delivery procedures are uniform and service quality is high across all participating agencies. Local One-Stop partners may provide some One-

Stop services using consolidated interagency work teams and provide other services using agencies whose staff specialize in a given service.

Cross-staffing arrangements are a convenient way to have multiple One-Stop agencies and funding streams contribute to the costs of shared One-Stop services. Cross-staffing arrangements may be used in combination with formal cost-allocation procedures that determine what proportion of total service costs should be paid by each program (e.g., the number of customers eligible for or enrolled in each program, the number of service hours used by customers enrolled in each program, or the cost of services received by customers from different programs).

Cross-staffing arrangements can be used to blend multiple funding streams to support:

- Services available to all One-Stop customers, such as reception services, assistance to customers using self-access information about careers and jobs, and job-search workshops available to the general public.
- More intensive services reserved for customers eligible for one of several targeted funding streams, such as group workshops targeted to welfare-to-work, vocational rehabilitation, dislocated worker, and/or JTPA programs.

Examples of Financing Integrated Services Using Cross-Staffing Arrangements

Example #1—Using Cross-Staffing to Finance Services Available to All One-Stop Customers. In the New London Career Center, ES, UI, and JTPA employees cross-staff a number of key service positions, including customer "greeter" and resource librarian. Funds from all three programs are also used to support staff in the career services center, which offers all One-Stop customers a range of group workshops, self-assisted services, and one-on-one career counseling services. **New London, Connecticut**

Example #2—Cross-Staffing Core One-Stop Services. In the Eastside Baltimore Career Center, both ES and JTPA staff participate in staffing center orientations, providing customer support in the use of self-access services, and offering a Job Club and a resume-writing workshop to the general public. **Baltimore, Maryland**

Strategy 5. Arrange for "Multiple" or "Melded" Program Assignments for Individual One-Stop Staff

Another approach that can be used to finance integrated services is to arrange for individual One-Stop staff members to serve customers eligible for more than one categorical program by billing time to more than one funding stream. This is a relatively common procedure when the same agency is responsible for administering multiple funding streams. For example, a number of JTPA administrative entities consolidate the services offered to customers under JTPA Title IIA (for economically disadvantaged workers) and Title III (for dislocated workers). When allocating the costs of serving integrated caseloads of Title II and Title III enrollees, agencies allocate administrative and direct service costs in proportion to the number of customers enrolled in each title or the cost of services received by customers eligible for each title.

It is more difficult to allocate individual staff salaries to multiple funding streams when the agency that employs a direct service staff is responsible for only one program or when program rules require that direct service staff be dedicated to serving customers eligible for a single program. For example, both the Veterans' Employment Service program and the Vocational Rehabilitation program currently require service staff to devote all of their work time to serving individuals eligible for that particular program.

Within the restrictions imposed by individual program legislation and regulations, however, States and local areas can develop opportunities for split work assignments or melded program responsibilities for individual staff using the following approaches:

- Splitting a full-time job into two half-time jobs, so that an individual staff can work part-time for a program with narrow eligibility requirements and part-time for a program that serves the general public.
- Developing integrated service delivery contracts between agencies responsible for different programs, so that staff can bill time to programs administered by more than one agency.

Examples of Arranging for Individual Staff to Bill Time to Multiple Programs

Example #1—Arranging for an Individual Staff Member to Work Half-Time for Two Different Programs. In the Lawrenceburg, Indiana, Career Center, a staff member who had previously worked full-time for the Veterans' Employment and Training Service (VETS) program shifted to a half-time work assignment for the VETS program and a half-time work assignment as a general ES staff. Because this allowed the staff member to be more informed about and perform a number of different functions within the One-Stop office, the arrangement was perceived by staff as contributing to an improvement in the quality of services available to veterans. **Lawrenceburg, Indiana**

Example #2—Using an Interagency Integrated Services Agreement to Permit Local One-Stop Staff to Bill Hours Across Multiple Categorical Programs. In the Indianapolis One-Stop network, an integrated services contract between the ES/UI and JTPA agencies arranged for each agency to reimburse the other for the costs of delivering services available under the other agency's programs. As a result of this contract, One-Stop direct service staff and managers could bill hours to a number of different categorical programs based on how they actually spent their time. **Indianapolis, Indiana**

GOAL 3. USE ONE-STOP IMPLEMENTATION GRANTS AS A CATALYST

In many states and local areas, the federal One-Stop implementation grant is the only funding source that is not tied to the client eligibility, expenditure, and reporting requirements of a specific categorical program. The level of funding provided under the One-Stop implementation grant is usually insignificant in comparison to the overall costs of providing One-Stop services. However, because of the greater flexibility of funds compared to most categorical program funds, One-Stop implementation grants—together with Wagner-Peyser funds—take on special significance as the catalyst or "glue" that holds together the entire One-Stop system transformation effort.

Strategy 1. Reserve Implementation Grant Funds at the State Level to Support State System-Building Initiatives

A number of states have retained substantial portions of their One-Stop implementation grants at the state level to enable them to invest in state system-building initiatives. State-level investments for which implementation grant funds have been particularly useful include the following:

- Developing automated job banks, talent banks, and user-friendly customer products offering information on labor markets, careers, and education and training opportunities.
- Developing shared management information systems and performance management systems.
- Investing in the electronic infrastructure needed to support information sharing across One-Stop partner agencies and the delivery of technology-based services to One-Stop customers.
- The planning and implementation of coordinated staff development and training initiatives related to One-Stop system transformation.

Examples of Using Implementation Grant Funds to Support State-Level System-Building Initiatives

Example #1—Retaining the Majority of the Implementation Grant at the State Level to Support Technology Infrastructure and Automated Customer Products. In Maryland, the state retained 95% of the federal implementation grant funds at the state level for the development of the automated CareerNet infrastructure, services, and technical support systems. **State of Maryland**

Example #2—Using State Implementation Grant Funds to Develop an Integrated Information System. In Iowa, the state retained 66% of the One-Stop implementation grant at the state level for use in development an automated information system, including integrated intake, eligibility, and case tracking. **State of Iowa**

Example #3—Using Implementation Grant Funds at the State Level to Support Local Capacity-Building Efforts. Among the state-level projects undertaken funded with implementation grant funds in Massachusetts were the development of marketing and staff development materials and the provision of technical assistance to localities. **Commonwealth of Massachusetts**

Strategy 2. Encourage Local Sites to Use Implementation Grants to Support Local System-Building Initiatives

States vary in how they distribute One-Stop implementation grant funding to support local system-building initiatives. Some states provide all local service delivery areas with small One-Stop system-building grants during the first year of One-Stop implementation funding, while other states phase in implementation sites sequentially, by making initial grants to a small number of "phase one" local implementation sites selected competitively or because they are judged to be "ready for implementation," followed by subsequent grants to phase-two sites.

States generally encourage local areas to use One-Stop implementation grant funds for projects for system-transformation initiatives for which no other funding is available, rather than for ongoing staff or operations costs. Before approving local implementation grants, states usually require local areas to submit detailed proposals for the use of implementation grant funds and describe how these projects will support system transformation.

Local investments for which implementation grant funds have been particularly useful include the following:

- *Remodeling shared One-Stop facilities*, e.g., by removing walls, enlarging or combining reception areas, or creating resource rooms for the delivery of self-access information services.
- *Purchasing and installing new telephone and communications equipment* to improve communication and information sharing between staff housed at different local One-Stop service sites and among staff from different agencies housed within a single center.
- *Purchasing equipment, supplies, and multi-media reference materials* to furbish and equip One-Stop career libraries and resource rooms serving the general public.
- *Purchasing and installing computers or kiosks* to provide automated information services to the general public.
- *Cross-training staff* to perform new or broader functions within One-Stop centers.
- *Developing marketing materials* for local One-Stop centers or systems.

As described below, some sites have also used implementation grant funds to pay for the delivery of staffed services to individuals not eligible for targeted categorical programs, if no other operating funds are available. However, this is contrary to DOL guidelines for the use of One-Stop implementation grants, which state that implementation grant funds should be used only for system changes, not the delivery of program services.

Examples of Using Implementation Grant Funds to Support Local System-Building Initiatives

Example #1—Using Local Implementation Grant Funds to Develop a Local Communication Infrastructure and Provide Services to the General Public. In the New London *Connecticut Works* Career Center, local implementation grant funds were used to purchase a new telephone system and develop a new communication infrastructure.

In addition, because funds were not available from other sources, implementation grant funds were used to pay for the staff costs associated with providing career counseling, group workshops, and resume preparation services to customers not eligible for JTPA or other targeted programs. **New London, Connecticut**

Example #2—Using Local Implementation Grant Funds to Remodel Space, Prepare the Resource Room, and Support the Delivery of Resource Room Services to the General Public. In the Minnesota Workforce Center–Anoka County, the local implementation grant was used to remodel the physical facility by removing walls between the spaces occupied by different partner agencies, purchase materials and equipment for the shared resource center and computer rooms, and help support the costs of staff providing resource room services. **Blaine, Minnesota**

Example #3—Using Local Implementation Grant Funds to Support Cross-Training for Partner Agency Staff. In Lucas and Wood Counties in Ohio, local implementation grant funds were used to support cross-training for partner agency staff, purchase network equipment to support automated information services, and support center marketing effort. **Bowling Green, Ohio.**

GOAL 4. IDENTIFY ADDITIONAL FINANCIAL RESOURCES TO SUPPORT UNIVERSAL ONE-STOP SERVICES

Although One-Stop implementation grants are extremely useful in developing the infrastructure and building the systems to support One-Stop operations, they are not sufficient by themselves, nor are they intended, to support on-going One-Stop operations. The primary funding sources for financing One-Stop operations are the categorical federal and state workforce development programs. In addition, a number of states and local sites have identified other sources of public and private funding to support the development of One-Stop facilities and the ongoing delivery of universal One-Stop services.

Among the additional funding sources on which state and local partnerships may be able to draw are the following:

- *Federal discretionary and demonstration grants* whose objectives are overlapping and consistent with the One-Stop initiative.
- *Loans and grants from local governments and foundations* to support the cost of developing physical facilities or enriching One-Stop services to meet the needs of particular target groups.
- *Voluntary contributions* made by volunteer staff and community-based organizations.
- *Revenues collected through user fees* for enhanced job-seeker and employer services.

Strategy 1: Identify Local Funding Sources to Support the Development of One-Stop Facilities

Local One-Stop partnerships may be able to convince local governments and public institutions to invest in the development of facilities to house One-Stop operations. It is often clear to local elected officials that the entire community will benefit from a unified approach to the delivery of workforce development services.

Examples of Obtaining Local Support for the Development of One-Stop Facilities

Example #1—Using Support from a Local Partner to Construct A New One-Stop Facility. In Waukesha County, Wisconsin, strong support from local elected officials convinced the county technical college to provide $2.3 million for the construction of a new facility for the One-Stop center on the technical college campus. To ensure that all local partners are treated fairly, the building is formally owned by the technical college foundation board, a neutral third party. **Pewaukee, Wisconsin**

Example #2—Locating a One-Stop Center at a Facility Developed by the Local Government. The building that houses the Minnesota Workforce Center–Anoka County is located in a park-like setting on ten acres donated by the City of Blaine. After acquiring the land through a tax sale, the city issued tax-exempt revenue bonds to finance construction of the facility, which houses 25 public and non-profit agencies. After the municipal bonds are retired, the building will be owned by Anoka County. Because the building is publicly owned, rental costs are lower than those in comparable commercial sites. A local foundation also provided funds to assist agencies in relocating to the new center. **Blaine, Minnesota**

Example #3—Receiving Community Development Block Grant Funds to Renovate a Career Center Facility. Strong political support for the Arlington Career Center from both city and county officials convinced the City of Arlington to set aside $1.3 million in local Community Development Block Grant funds to help pay for the renovation of a career center facility. **Arlington, Texas**

Strategy 2: Brokering Additional Public and Private Funding Sources to Support the Delivery of One-Stop Services

The partners within local One-Stop systems sometimes think of themselves as "entrepreneurs" or "brokers" whose agencies can accumulate funds from a variety of federal, state, and private foundation sources to support the implementation of the local One-Stop vision.

Among the sites that participated in the One-Stop process evaluation, federal and state funds identified as being extremely useful in supporting the delivery of comprehensive customer-oriented workforce development services include the following:

- One-Stop Local Learning Laboratory Grants, which were used by three sites to support the refinement of One-Stop systems and procedures, including the development of local resource center libraries.
- Federal Career Management Account (CMA) demonstration funds, which were used by one site to implement a system of customer-driven training vouchers for individuals eligible for dislocated worker services.
- Youth Fair Chance grants, which helped two sites develop partnerships between schools and community organizations to improve services for local youth.

- Empowerment Zone funding, which was used in one site to create a network of neighborhood centers designed to link individuals from high-poverty areas to One-Stop services.
- State and local School-to-Work implementation grants, which offered opportunities to link workforce development service systems for adults and youth.

Since Congress created state block grants for Temporary Assistance to Needy Families (TANF) and initiated a substantial short-term welfare-to-work program to be administered by the workforce development system, One-Stop centers have been working to ensure that funding from welfare-to-work funding streams supports the delivery of integrated One-Stop services—rather than being used to create competing delivery systems.

Local government and private foundation funds have also been available in some sites to help make enhanced services available to all center customers. The particular sources of funding available to support One-Stop systems vary from locality to locality and over time. However the strategy of brokering multiple funding streams to support One-Stop operations will remain sound.

Examples of Brokering Additional Funding Sources to Support One-Stop Operations

Example #1—Receiving Foundation Support for Center Operations. The Indianapolis Network for Employment and Training (iNET) received an $800,000 two-year grant from the Rockefeller and Mott foundations to explore innovative ways to address the service needs of welfare recipients. **Indianapolis, Indiana**

Example #2—Blending State and Federal Funding to Make Customer-Driven Training Services Available to a Broad Customer Population. The Baltimore Career Center network convinced the state to expand a federal Career Management Accounts (CMA) demonstration grant with state funds so that the center could provide training vouchers to economically-disadvantaged individuals as well as dislocated workers. By combining these two funding sources, the demonstration become a new model for providing training assistance to all customers qualifying for targeted training funds. **Baltimore, Maryland**

Example #3—Using Local Funds to Make Staffed Services Available to All Center Customers. In Anoka County, Minnesota, the county contributes supplemental funds that make One-Stop workshops available to all center customers. **Blaine, Minnesota**

Strategy 3. Generating Revenues from User Fees for Enhanced Job-Seeker Services

A number of One-Stop centers are considering charging for enhanced services to job seekers as a strategy to make these services available to the general public. Enhanced job-seeker services that centers may want to offer on a fee-for-service basis to the general public include the following:

- Job search and job retention seminars.
- Job-search related publications and instructional materials.
- Resume-writing classes or resume preparation services.
- Specialized assessment.
- Basic skills brush-up.
- Advanced computer literacy training.

Before establishing user fees for job-seeker services, local One-Stop systems need to complete detailed marketing studies to assess whether there will be a demand for these services and whether the public workforce development system can compete with private sector providers of similar services. One One-Stop center that had conducted a detailed marketing analysis identified three types of potential purchasers of enhanced services for individuals: (1) individuals who want to pay for such services out-of-pocket; (2) agencies that want to purchase services on behalf of their clients; and (3) firms that want to purchase services on behalf of current or prospective employees. The number of One-Stop sites that have actually established user fees for job-seeker services is still quite limited.

Examples of Charging User Fees for Enhanced Job-Seeker Services

Example #1—Charging a Fee for Resume Writing Services. The Waukesha County Workforce Development Center charges a $15 tuition fee for its resume writing class. **Pewaukee, Wisconsin**

Example #2—Offering Specialized Assessment and Other Training for a Fee. The CareerNet Center in Springfield, Massachusetts has developed a fee schedule for specialized assessment, such as the Myers-Briggs personality test of certification for specific skills sets. The center also offers fee-based "success skills" training, which is oriented to customers who are changing careers or are employed by firms that are implementing team-based management practices. **Springfield, Massachusetts**

Strategy 4. Generating Revenues from User Fees for Enhanced Employer Services

A number of local One-Stop partners have experience offering enhanced fee-based services to employers. For example, community colleges often provide customized training to local employers for a fee. Enhanced employer services that One-Stop centers may want to offer to local employers on a fee-for-service basis include the following:

- Large-scale recruitment and on-site customized assessment of job applicants.
- Formal screening of job applicants.
- Consulting on management issues.
- Intensive job task analysis.
- Customized analysis of labor market information for businesses interested in relocation.
- Provision of customized training to current or new employees.
- Specialized workshops for employers on topics such as work-related issues, requirements of the Americans with Disabilities Act, and regulations governing unemployment insurance.

The two main challenges in implementing user fees to support enhanced One-Stop services for employers are:

- How to develop a menu of enhanced One-Stop services that does not duplicate services already offered by individual One-Stop partner agencies or private providers.
- How to convince One-Stop partners that the revenues from such services should be used to support the One-Stop center as a whole.

Examples of Charging User Fees for Enhanced Employer Services

Example #1—Offering Fee-for Service Options to Local Employers. At the Des Moines Workforce Development Center the ES agency and the economic development group of the local community college have collaborated in developing a number of fee-for-service options for employers. Service offerings include recruitment and screening for large-scale hiring efforts and the use of the Work Keys assessment system to screen potential new hires. Revenues generated from fees paid by employers will be used to support the center as a whole. **Des Moines, Iowa**

Example #2—Offering Customized Analysis of Labor Market Information for a Fee. The Indianapolis Network for Employment and Training (iNET) is exploring fee-based service options for employers. The list of available or planned fee-based services includes: on-site customized assessment of job applicants, intensive job task analysis, customized analysis of labor market information (primarily for employers seeking to relocate), and specialized workshops. **Indianapolis, Indiana**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF MELDING FUNDS FROM DIFFERENT PROGRAMS

Attachment 6-A. Joint Procurement of Services: A Description of a Model Practice from Wisconsin's Technical Assistance Guide for Local One-Stop Partners

This attachment was prepared by the state of Wisconsin to inform local sites about how the Waukesha County center used a joint RFP melding JOBS and JTPA funds to create a unified system for the delivery of local assessment services.

Attachment 6-B. Chart Showing the Flow of Workforce Development Funds to The Tarrant County Workforce Governing Board

This attachment shows how government reorganization in Texas created independent local boards to oversee the delivery of One-Stop workforce development services supported by multiple funding streams. It is envisioned that a number of public and private entities or partnerships might be selected by local workforce boards to deliver One-Stop services.

EXAMPLES OF BROKERING ADDITIONAL FUNDING SOURCES

Attachment 6-C. Local Government Seed Money: A Description of a Model Practice from Wisconsin's Technical Assistance Guide for Local One-Stop Partners

This attachment was prepared by the state of Wisconsin to inform local sites about how one county obtained seed money from its county government.

7. MARKETING ONE-STOP SYSTEMS

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7. MARKETING ONE-STOP SYSTEMS

INTRODUCTION

State and local partners face a complex set of challenges as they attempt to market One-Stop systems. For many states and local sites, actively marketing services to customers—both individuals and employers—is a new undertaking. Moreover, the broader customer base of One-Stop systems—which includes employers seeking skilled workers, job seekers with varying levels of education and experience, students preparing for careers, and employed workers interested in opportunities for career advancement or career change—requires somewhat complex and diverse marketing efforts.

The overall objectives of marketing One-Stop systems are to make customers aware of the services available to them through One-Stop systems and convince them of the value of One-Stop services. Specific goals of marketing are to:

- Develop a coordinated statewide marketing approach.
- Market the overall One-Stop approach.
- Market specific One-Stop services to job-seeker customers.
- Market specific One-Stop services to employer customers.

GOAL 1. DEVELOP A COORDINATED STATE-WIDE MARKETING APPROACH

An important challenge in marketing One-Stop services is balancing and coordinating the marketing roles played by state-level and local-level partners and by the different workforce development agencies participating in the One-Stop system.

Common concerns shared by both state and local One-Stop partners include the following:

- Developing a unified identity that can be used by state and local partners to market the One-Stop approach to the public.
- Convincing a broad range of potential employer and job-seeker customers to try One-Stop services.
- Expanding marketing activities gradually to keep pace with the availability of transformed and expanded One-Stop services.

Even though they share these common concerns, however, states and local One-Stop partners also face differing marketing goals and priorities. States often want to develop a statewide One-Stop identity to provide citizens throughout the state with an easy way to recognize One-Stop centers. Local sites, on the other hand, are often concerned with giving recognition to specific participating agencies and organizations in marketing local One-Stop centers and services.

Timing of marketing efforts is another area in which state and local priorities may diverge. States are likely to focus their earliest marketing efforts on developing materials that can later support a large-scale statewide marketing effort, while local areas with operational One-Stop centers often feel a pressing need to provide the public with immediate information about their new One-Stop system. A compromise strategy might be for states to develop early "light marketing" supports for early local One-Stop implementation efforts while delaying more substantial state marketing initiatives until the statewide system is more fully developed.

To avoid mutual frustration and duplication of effort, therefore, state and local One-Stop partners need to carefully coordinate the development of their marketing strategies and materials. To develop a coherent statewide One-Stop marketing initiative while also responding to local marketing concerns, states can use several strategies, including (1) marketing the One-Stop concept to potential agency partners to build a consensus; (2) undertaking state-level marketing activities; and (3) supporting local marketing efforts. Each of these strategies, described below, can be employed alone or in combination.

Strategy 1. Encourage Potential Agency Partners to "Buy In" to the One-Stop Initiative

Building consensus among agency partners and their staff about the One-Stop approach, philosophy, and methods is one of the most important ways that states can support local One-Stop marketing goals. Even where potential partners are in general agreement about the One-Stop vision of customer-driven services, some agencies may not be convinced of the need for an integrated service approach. To gain the support and cooperation of all partners, state agencies can encourage potential partners to "buy in" to the One-Stop vision through a comprehensive "internal" marketing effort.

State staff can use two basic approaches to bring about the needed collaboration: (1) inform partners of the concept and (2) solicit their ideas for "making it work." States then attempt to sustain their efforts and maintain partners' commitments by keeping partners informed of continuing developments as the state and local sites move to embrace a more integrated approach.

Specific methods for encouraging multi-agency collaboration include the following:

- *Focusing on the mutual benefits to different partners of redesigned services.* In many cases, lead agencies have to build consensus about the overall One-Stop vision as well as about specific aspects of One-Stop design.
- *Encouraging ongoing communication and feedback.* State marketing teams can initiate a variety of vehicles for keeping all partners informed about continuing One-Stop developments. These information vehicles include newsletters, periodic faxes, and internal "press releases" to highlight state and federal One-Stop progress.
- *Providing opportunities to discuss approaches to cross-partner collaboration.* State One-Stop lead agencies can initiate discussion of One-Stop concepts and implementation plans. Conferences, retreats, and other off-site events—especially early in the planning process—can be especially effective in building consensus.
- *Hosting conferences to disseminate information and best practices used by first-year sites.* States can help promote peer-to-peer exchanges as well as document lessons learned for the benefit of less experienced One-Stop sites.

Consensus is not always achieved immediately. Even where partners are in general agreement with the One-Stop vision of customer-driven services, some agencies may not be in favor of particular aspects of the One-Stop approach, such as how to divide service delivery responsibilities among agency partners. Lead agencies, therefore, may need to continue to discuss the proposed One-Stop approach with potential partners over an extended period.

After the top policy makers for participating agencies agree to conform to the new design, the internal marketing efforts can then be expanded to include staff at all levels of the participating organizations.

Examples of Encouraging Potential Agency Partners to Buy In to the One-Stop Initiative

Example #1—Providing Opportunities to Discuss Approaches to Cross-Partner Collaboration. To communicate the state's One-Stop vision and answer local partners' concerns, top-level officials from the One-Stop lead agency conducted a two-month-long tour of the state in which they made 42 presentations in 27 communities. In addition, state agency leadership and an interagency "issues team" met quarterly with local-level One-Stop partners to discuss implementation issues related to the integration of One-Stop services. These activities made clear the state's intention to address fully the concerns of all participating One-Stop partner agencies. **State of Minnesota**

Example #2—Marketing the One-Stop Concept to Internal Customers. The state Marketing Team identified a need to market the One-Stop initiative to staff of the state and local agencies that are partners in the One-Stop effort. Toward that end, the state planned (1) a newsletter for staff from state and local partner agencies; (2) marketing products designed to bring in new partner agencies, departments, and programs; and (3) a systematic process for disseminating information on workforce development products and services to all One-Stop partners. **State of Iowa**

Strategy 2. Market the One-Stop Concept at the State Level

Most states begin their marketing efforts by developing a new image and identity for their transformed workforce development system. State workgroups (sometimes with the assistance of external marketing consultants) typically develop a state name, slogan, and logo to help the One-Stop system establish an identity distinct from the previous system of categorical programs. Logos can be used on stationery, brochures, packets of information, menus of services, and software designed by or for the state system.

Examples of names and slogans that states have used for their One-Stop systems include the following:

- "*Connecticut Works: Jobs is our Business.*" All local sites must use "*Connecticut Works*" as a part of their local name, preceded by the name of their community.
- "*Workforce Development Centers.*" All the centers in Indiana are called Workforce Development centers. Staff must use this name when answering phone calls. Local areas may also append their own name.
- "*Where Customers Can Get Their Needs Met*" is Iowa's slogan.
- "*Workforce Development Centers: Where People and Jobs Connect*" is the slogan used by Wisconsin.

States vary in their requirements for the display of state One-Stop names and logos by local One-Stop centers. Some states require that all local One-Stop centers identify themselves using the state's standardized logo or name—for example, the "City X" Workforce Development Center, or the "County Y" Career Center. Other states allow local centers to display their own logos and identifiers as long as the state logo is also displayed.

The second step is usually to develop state-level marketing materials that describe the new One-Stop system, its philosophy, and the services available to individual and employer customers. Early state-level marketing materials often include the addresses and telephone numbers for the initial One-Stop centers throughout the state. This general "light marketing" approach provides general information about the new One-Stop system.

The third step is to develop a comprehensive approach to marketing the One-Stop concept, often consisting of large-scale marketing promotions using such tools as newspaper stories, television or radio advertisements, electronic Web pages that describe One-Stop services and promote specific One-Stop centers, and marketing materials describing individual One-Stop services in more detail. Marketing overall One-Stop services to the general public can either be conducted directly by the state or be adapted by local sites with the state's assistance.

Examples of Undertaking State-Level Marketing Activities

Example #1—Identifying Full-Fledged One-Stop Centers and Satellite Career Information Centers. To establish a statewide identity so that customers could recognize local One-Stop centers and facilitates, the State of Maryland developed a statewide logo. Local sites display a sign and a small adhesive decal to identify themselves as either a "full-fledged" staffed One-Stop center or a satellite Career Information Center. **State of Maryland**

Example #2—Developing State Marketing Materials to Promote a System-Wide One-Stop Identity. The state of Indiana hired a marketing consultant to develop full-page brochures and press packets for use as a form of "light marketing." The packets provided information about the concept and philosophy of the new One-Stop system, together with the names and locations of established first year sites. The packets were designed to be used at state conferences or other state-wide events and with large groups of employers. **State of Indiana**

Example #3—Using a Web Site to Introduce Customers to the New One-Stop System. The State of Massachusetts's MassJobs agency has developed a Web site to provide an overview of the philosophy and goals of the new competitive, customer-driven career center system. The state site also includes linkages to the Web sites maintained by individual One-Stop career centers. **State of Massachusetts**

Strategy 3. Support Local Marketing Efforts

States' efforts to support local One-Stop marketing efforts are intended to allow local areas the flexibility to meet their individual marketing needs. However, states are often reluctant to leave local One-Stop systems totally on their own to develop marketing materials, media, and messages. State support of various kinds may be intended to (1) ensure the marketing of a consistent One-Stop identity and message throughout the state, (2) provide specific marketing expertise via marketing assistance provided by state staff or outside consultants, and (3) provide funding to help pay for local marketing efforts. To accomplish these objectives, states can use any of the following approaches:

- *Develop state guidelines, templates, and sample marketing materials.* Tool kits and marketing manuals can give local marketing staff specific suggestions about how to stage such events as center opening celebrations or community open houses. Templates can also guide the preparation of local One-Stop newsletters or brochures oriented to job-seeker or employer customers.
- *Support training of local marketing staff.* States can sponsor or pay for training sessions for local marketing staff. Having local marketing staff participate in state marketing work groups is another way to help local sites develop sound marketing plans in a supportive atmosphere.
- *Encourage local sites to spend One-Stop implementation grant funds on marketing activities.* States can allow or encourage local One-Stop sites to use portions of their implementation grant funds to train marketing staff or develop marketing materials. States can also use implementation grant funds to pay for marketing consultants to help local sites develop specific marketing materials or products.

Examples of Supporting Local Marketing Efforts

Example #1—Training Local Marketing Staff. Minnesota arranged for 33 local staff to be assigned to marketing activities, with a minimum of one "marketer" per Workforce Service Area. To assist local marketers, the state provided desktop publishing software and a state template for use in generating local One-Stop newsletters. A series of state-directed "employer conferences" was also planned to introduce the local marketers to employers. **State of Minnesota**

Example #2—Guiding Local Marketing Efforts with Templates and Technical Assistance. Iowa helped local partners to plan "grand openings" for One-Stop centers by providing an event-planning manual with step-by-step instructions that was tailored to the specific needs of the local sites. The state also encouraged senior state-level staff and political representatives to attend local opening receptions. State marketing staff also helped local sites develop strategic marketing plans based upon local customer assessments and develop local One-Stop brochures, press releases and other informational materials. **State of Iowa**

Example #3—Providing State Assistance via Regional Policy Boards. Massachusetts encouraged local regional employment boards to support designated career center operators with marketing efforts to ensure that these efforts were relevant to local needs. Using One-Stop implementation grant funding provided by the state, regional employment boards were expected to help career center operators assess customer needs, develop marketing materials, and network with other local workforce development agencies. Regional employment boards were also assigned the task of helping local career centers attract business from new job seeker and employer customers. **State of Massachusetts**

GOAL 2: MARKET THE OVERALL ONE-STOP SYSTEM LOCALLY

The next marketing task is to market locally the overall concept of One-Stop systems to external customers and to other agencies that serve them. To effectively communicate the overall design and vision for their transformed employment and training systems, One-Stop systems can use three strategies: (1) develop a local One-Stop identity and image to differentiate it from the previous system of separate categorical programs (in effect, to establish "name recognition" among the general public and potential center users), (2) disseminate information about the new system throughout the community, and (3) use electronic linkages to market One-Stop services.

One challenge in marketing the One-Stop approach is informing the public about the new system without raising expectations that cannot be realistically satisfied during early phases of implementation. Mirroring the state approach, a form of "light marketing" is often used while emerging One-Stop systems are still in a fluid state of development to avoid triggering workloads that the local systems are not capable of handling.

Strategy 1. Develop the Local One-Stop Image and Identity

One strategy is for local sites to develop a new One-Stop image—complete with logo, name, and slogan—to differentiate a site from past programs and to present a unified image. As discussed above, states often require the use of state logos or names, but local sites can usually adapt the state materials for their own use.

Examples of local efforts to develop a new image include the following:

- *"iNET: Indianapolis Network for Employment and Training,"* is the name used by all centers in Indianapolis. iNET also publishes periodic fact sheets about the One-Stop system.
- *"Employ Baltimore"* is the slogan that ties together a number of agency partners in Baltimore, Maryland. The Eastside center in Baltimore also uses the slogan *"Doors to Careers: One stop for your employment needs."*

Example of Developing a Local One-Stop Image

Example #1—Repeating the Logo and Slogan in Different Contexts as a Marketing Device. To develop one local image for all partners participating in this One-Stop effort, staff from all the partner agencies have business cards that portray a single identity. The name, *The Workforce Development Center: Where People and Jobs Connect,* is prominently displayed throughout the center as well as on stationery and badges used by all staff. In addition, initial marketing materials include a brochure and video describing the center in the words of key staff from all partner agencies. **Waukesha County Workforce Development Center, Wisconsin**

Strategy 2. Create Community Awareness of the New System

One-Stop centers can market the One-Stop approach by creating an awareness of the approach within the community early in the implementation phase. Conducting early marketing efforts has the added advantages of engaging the public in a dialogue about how to transform the system, creating opportunities for hearing potential customers' assessments about the previous system, and eliciting positive recommendations that can be built into the system design.

In rural, tightly-knit communities, promoting community awareness can be informal. For example, One-Stop administrators can make presentations to local groups, such as the local Chamber of Commerce or service clubs. Awareness among individual customers in these communities is often created by "word of mouth," with early customers telling friends and relatives about their positive experiences with the new One-Stop approach.

One-Stop systems in urban and suburban communities with larger populations—particularly those where several One-Stop centers are part of the regional system—may need to use more formal methods to increase community awareness and elicit feedback from potential customers.

One approach is to hold an open house or a grand opening event at a new center. These events allow customers to tour the new center and learn about the resources and services that are available.

Another successful approach is to hold a community forum to introduce the One-Stop system and to hold discussions on the workforce development needs of employers and individuals customers.

Examples of Creating Community Awareness

Example #1—Promoting the One-Stop in a Rural Community. Staff of the Lake Jackson One-Stop center, which is located in a rural community use a wide variety of informal methods—such as public presentations at employer and community groups, displays at the county fair, and job fairs at local shopping malls—to inform the general public about their new workforce development system and to publicize center services. Word of mouth has been an effective marketing tool for this center; customers encourage their friends and relatives to try out the new center. **Lake Jackson, Texas**

Example #2—Conducting Forums to Obtain Community Feedback. In the Lucas and Wood county One-Stop region, the local governing board sponsored a Community Forum to orient employers and the general public to the One-Stop system. For concepts that were still in the developmental stages, the forum was used to solicit ideas from potential customer groups. Local centers followed the forum with "Employer After Hours" open houses to inform local employers about the new system. And employer lunches were held, featuring "testimonials" given by successful job seekers—many of whom were former welfare recipients—and supportive employers. **Bowling Green, Ohio**

Example #3—Indirectly Promoting the One-Stop Center. When the center opened, partner agencies solicited input and ideas for a center flag by writing letters to all area Chambers of Commerce on the center's letterhead. This mailing generated a number of questions about the center, which was part of the original intent. **Waukesha County, Wisconsin**

Strategy 3. Use Electronic Linkages to Market the One-Stop Approach

One-Stop systems can also market the overall concept of the One-Stop center through electronic linkages—including computer networks, electronic bulletin boards, and Web sites on the Internet.

One approach is to place computers with touch-screen kiosks in high traffic areas, such as shopping malls. These kiosks are intended to promote One-Stop services to a wide range of individuals who may be less likely to visit workforce development agencies, such as middle managers, salaried technicians, and those in other professional positions. Kiosks can also be placed in the lobbies of ES/UI offices, smaller One-Stop centers, and "satellite" centers so that customers can learn about the full range of One-Stop services available.

A second approach is to establish electronic bulletin boards. Typically, centers establish toll-free phone numbers that employer or individual customers can "dial up" to access electronic bulletin boards that provide information about the One-Stop approach to the general public. A related approach is to develop Internet Web sites that not only make customers aware of the One-Stop center, but also help customers link to some types of self-access services.

Examples of Using Electronic Outreach to Market the One-Stop Approach

Example #1—Installing Computers in Satellite Offices to Market Services. This center installed CareerNet equipment and software in six satellite village centers, which are staffed by community-based organizations. This allowed the center to market its services via electronic linkages to residents in Baltimore's high poverty and minority neighborhoods. **Baltimore, Maryland**

Example #2—Placing Kiosks in Community Locations. In Indiana, kiosks with computers are placed in post-secondary schools, libraries, and other community sites. Users can learn about One-Stop centers and access the state's automated job listings. **State of Indiana**

Example #3—Establishing an Electronic Bulletin Board. Connecticut has established a bulletin board service for job seekers, which is accessible toll-free throughout the state by modem. Via the Internet Web site, job seekers can learn about One-Stop centers and services and use self-access services, get tips on the job search, post their resumes on America's Talent Bank, access information on UI, and review information on labor market trends. **State of Connecticut**

GOAL 3: MARKET SPECIFIC ONE-STOP SERVICES TO JOB SEEKER CUSTOMERS

The One-Stop goal of universal access implies that One-Stop systems need to attract job-seekers with a wider range of educational preparation and work experience than before—such as individuals in middle management and technical positions, career changers, students, recent high school graduates, senior citizens, and displaced homemakers. One-Stop centers need, therefore, develop marketing strategies to let these potential customers know about the new services that are part of their transformed systems.

Strategy 1. Market Services by Providing Customer Orientations

One-Stop centers can market their transformed services through comprehensive orientation sessions for new customers. It is particularly important to acquaint customers about new self-access services and resources. Orientations can vary as follows:

- A one-on-one orientations by reception staff about the services available.
- Scheduled group orientations that provide comprehensive orientations to services and demonstrations of how to use self-access services.
- Orientation sessions at the beginning of workshops to inform customers about the new services.
- Videotapes played in the reception area that present the center's menu of services and how to access the services.

Examples of Marketing Services through Customer Orientations

Example #1—Providing Comprehensive Group Orientations. Customers interested in using center services are asked to attend an initial Information Session that provides an orientation to the center. During this session, customers (1) view a video that provides an overview of the center and its services and examples of how center services address the varying needs of job-seekers, (2) listen to a brief presentation by center staff that highlights key services, (3) go on a guided walk-through tour of the center, (4) review customer service sheets that describe each different service offered at the center, and (5) "sign on" to the computer system to learn how to use the automated job bank and career information software. Nine such sessions are scheduled each week. **Baltimore, Maryland**

Example #2—Orientations Combined with Other Workshops. At preliminary orientation sessions, lasting 20 to 30 minutes each, customers are provided handouts describing center services, a calendar of the month's activities, and maps of the center. Attendees are also told how to access the fax machines, computers, and the telephone bank. After customers have completed the orientation session, they are eligible to attend other workshops and seminars. **New London, Connecticut**

Strategy 2. Market Specific Services Through Written Materials and Advertisements

One-Stop centers can use a range of other marketing devices appropriate for their communities. One approach is to develop brochures and leaflets. Rather than describe specific programs, as was usually done before One-Stop, the brochures can concentrate on the types of services that are available at the centers.

Leaflets and brochures can be distributed in a number of ways. They can be available in the reception areas of One-Stop centers so that customers entering the center can learn about the full range of services. The co-location of programs with high volumes of customers—such as Unemployment Insurance and Employment Services—make this approach particularly effective.

Written materials can also be distributed by related agencies to their customers to inform potential customers about services. Informational materials can also be made available at local events such as job fairs, "Career Expos," county fairs, and school events.

A second approach is to place advertising in newspapers and on radio and television. Because most centers have limited budgets for marketing, most One-Stop centers rely on public service announcements, although it is also possible to use paid media marketing to promote new One-Stop services.

Examples of Using Written Materials and Advertisements to Market Specific Job-Seeker Services

Example #1—Using a Variety of Written Materials to Market Job Seeker Services. At this center, the local marketer developed a variety of flyers, brochures, and media releases that describe the center's services. **Blaine, Minnesota**

Example #2—Sponsoring Television Events to Attract Job-Seekers. In collaboration with the capitol city's public television station, the state sponsored a two-hour prime-time "on-the-air job fair," hosted by two popular metropolitan area news reporters. The job fair elicited more than 280 job postings from businesses that resulted in the referral of more than 500 job seekers. Favorable responses by customers and the media prompted future plans for additional fairs. Video resumes, in which job seekers briefly describe their work skills, are aired by another commercial television station. **State of Minnesota**

Example #3—Arranging for On-Going Media Coverage. Center staff, recognizing the importance of marketing to inform customers about new services, arranged for advertisements about center services—including "Job Search Seminars" and "Career Assistance"—to run on a weekly basis in a variety of local and regional newspapers. Newsletters and brochures prepared by center partners have described its activities with displaced homemakers and its Title V Older Workers programs. Chambers of Commerce and other civic organizations have also listed One-Stop job-seeker services. **Lake Jackson, Texas**

Strategy 3. Link with Affiliated Organizations

Another strategy for marketing One-Stop services to job seekers is to link with agencies that serve similar customers. One approach is to thoroughly inform staff of these agencies about the new services so that they can, in turn, inform their customers. Centers in large urban communities may find it beneficial to market services to staff of community-based organizations, which job seekers are likely to visit for help. One-

Stop systems can also collaborate with staff and instructors from high schools to develop programs for students preparing for the labor market.

One-Stop systems may also find it useful to directly coordinate marketing efforts with related initiatives, such as School-to-Work and Welfare-to-Work.

Examples of Linking with Related Organizations

Example #1—Holding Joint Retreats with Related Agencies. Center staff participated in several retreats and planning sessions with other related agencies, which helped inform everyone about the One-Stop system and its services and involved them in discussions about One-Stop design. **Baltimore, Maryland**

Example #2—Marketing Jointly with Other Initiatives. In this state, welfare reform and the school-to-work initiative were developing their own workforce development marketing plans, which paralleled One-Stop efforts to market to job seekers. Recognizing the importance of a coordinated marketing effort, an Interagency Guidance Team on Marketing was formed and a marketing consultant developed a joint marketing plan for all three initiatives. **State of Wisconsin**

Example #3—Coordinating with Human Services Agencies. Local staff coordinated with the Human Service Center partners to publish materials that describe the range of services that are available to Anoka County residents at the center. For example, a monthly calendar of scheduled workshop and resource area activities was distributed to Human Service Center customers. **Blaine, Minnesota**

GOAL 4: MARKET ONE-STOP SERVICES TO AN EXPANDED EMPLOYER BASE

One-Stop centers may find that they need to market their transformed services to employers for two reasons. First, One-Stop centers may be attempting to expand their employer base. The goal of universal access may result in a wider range of job seekers than were previously served, which requires a correspondingly wider range of employers with job openings. Second, One-Stop centers often have developed a variety of new employer services—such as enhanced labor market information, information about education and training resources, and business management services—about which employers need to be informed.

Strategy 1: Conduct Market Research to Target Marketing Efforts

Many One-Stop centers view "taking the pulse" of employers as an on-going activity that is essential to maintaining employer interest and satisfaction with One-Stop services. Various "market research" tools can be used to learn about employers needs and views of One-Stop services. This information can be used not only to improve services but to subsequently market those improved services to employers. These market research tools include the following:

- *Conducting employer focus groups and feedback sessions.* Similar to the ES Employer Advisory Councils, One-Stop centers can have groups of employers participate in focus groups to help One-Stop centers learn about what employers need, develop responsive services, and then market those services to employers.
- *Conducting employer surveys and needs assessments.* To target their marketing more efficiently, One-Stop centers can conduct surveys to learn about which employers use their services and why other employers do not.

Examples of Conducting Market Research to Target Marketing Efforts

Example #1—Conducting a Local Employer Survey to Shape Marketing Plans. A county-wide independent employer survey was commissioned by the board of the private industry council to determine employer perceptions of the relevance of the current workforce development system to their current needs. The results indicated that large segments of the employer community had unfavorable perceptions of the employment and training system. The PIC board used the survey to develop new employment and training policies and hired a marketer to develop an aggressive campaign to market the transformed One-Stop system. **Indianapolis, Indiana**

Example #2—Conducting a State Employer Survey. This state surveyed 200 businesses to identify employer requirements and attitudes about the public workforce development system. Using this information, the state developed a marketing campaign, including a 25-page brochure highlighting their career centers and the transformed workforce development system. **State of Massachusetts**

Strategy 2: Develop Promotional Materials and Events for Employers

One-Stop centers can develop marketing materials and events targeted explicitly to employers. Several One-Stop centers find it effective to highlight the extent that services can be tailored to an employer's individual needs. These centers have found that employers value individualized skills assessments, job referrals tailored to employers' specific hiring needs, enhanced market information, and the ability to work with a single account executive.

To market these new services to employers, center can (1) develop *informational materials,* such as informational videos and brochures describing specific employer service and (2) conduct *employer events*, such as open houses and job fairs designed to extend their outreach to new (as well as current) employers.

Examples of Developing Promotional Materials and Events

Example #1—Holding Employer Events to Market Services. This center developed a variety of employer marketing methods. It held a Town Hall meeting, co-sponsored with the Chamber of Commerce, at which information about employer services was presented. It also conducted employer lunches at which it profiled employers who had used the new system and who support it. **Bowling Green, Ohio**

Example #2—Preparing an Extensive Brochure. Using a more traditional method to market to employers, this center invested in a professionally-designed color brochure that describes its services to businesses. **Arlington, Texas**

Example #3—Developing State-Wide Marketing Materials. This state developed a variety of marketing materials for employers, including promotional videos and a monthly publication directed to employers. The state's marketing efforts emphasize the ability of the One-Stop system to avoid duplication of effort and save time through the use of a single integrated applicant pool. **State of Minnesota**

Strategy 3: Link With Other Employer-Related Organizations

Another way that One-Stop centers can market to a broader range of employers is to link with other employer-related organizations. This strategy can increase the visibility and credibility of the One-Stop system within the employer community and may provide opportunities to develop joint marketing efforts with these other groups.

Examples of employer-related organizations and initiatives with which One-Stop centers can link include the following:

- *Economic development agencies.* Often One-Stop systems can develop partnerships with economic development partners at both the state and local levels to reach more employers and provide a wider range of services.
- *School-to-Work and Welfare-to-Work initiatives.* Both of these initiatives need to market their services and their job seekers to employers. One-Stop systems may benefit from developing joint marketing plans with these initiatives.
- *Business organizations*, such as local Chambers of Commerce and business units of community colleges. Linkages with these organizations, which often have strong reputations in the employer community, can increase the credibility of One-Stop systems.

Examples of Linking With Private Sector Organizations

Example #1—Linking with Economic Development Agencies. The Business Services Units of the Department of Economic and Community Development are active partners in marketing One-Stop business services in this state. **State of Connecticut**

Example #2—Coordinating Marketing with Other Initiatives. Numerous statewide workforce development-related initiatives—such as school-to-work—needed to market to employers to develop jobs. To avoid duplicating marketing efforts, an Interagency Guidance Team on Marketing was formed and a marketing consultant hired to develop a marketing plan for the workforce development system as a whole. **State of Wisconsin**

Example #3—Using Contacts with Employers to Inform Them about One-Stop Services. Because of the state's increased emphasis on services to employers, the One-Stop marketer attends employer group meetings, such as those offered by the Chambers of Commerce, and puts employers in contact with appropriate One-Stop account representatives. Further, UI tax auditors are performing new marketing tasks. Because they come into contact with many employers in the course of insurance audits, they now are encouraged to educate employers about the range of workforce services available at One-Stop centers. **Blaine, Minnesota**

RESOURCES

EXAMPLES OF DEVELOPING STATEWIDE AND LOCAL GUIDELINES FOR MARKETING

Attachment 7-A. Statewide Marketing Materials, Connecticut (1996)

Attachment 7-B. One-Stop System Marketing Plan, Ohio

Attachment 7-C. Local Marketing Plan, The Workforce Development Center in Waukesha County, Wisconsin

Attachment 7-D. One-Stop Logo Specification Sheet, State of Texas

EXAMPLES OF DESIGNING STATEWIDE MARKETING MATERIALS

Attachment 7-E. Sample Page from General State One-Stop Marketing Brochure: "Connecticut Works: Our Business is Jobs"

Attachment 7-F. Sample from Early Marketing Brochure for the State of Ohio: "One-Stop Career Center System: Bringing Jobs and Training to You"

EXAMPLES OF DESIGNING LOCAL MARKETING MATERIALS

Attachment 7-G. Sample Pages from Baltimore Marketing Brochures Targeted to Employers: "Employ Baltimore" and "May the Workforce Be With You"

Attachment 7-H. Sample Page from Local Marketing Brochure: "Welcome: Minnesota Workforce Center, Blaine, Minnesota"

This brochure has a number of different flaps that open with descriptions of different types of services available from the center. We have reproduced the page on "Finding a Job" as a sample.

Attachment 7-I. Sample Page from "The City of Saint Paul Workforce Center: Working Together...Building Saint Paul's Workforce"

This local brochure has different "tabs" with information on different services available from the center. We have reproduced the page on "Finding Your Job" as a sample.

Attachment 7-J. General Local Center Marketing Brochure for Waukesha County (Wisconsin) Workforce Development Center: "What is the Workforce Development Center?"

This brochure is balanced for use with both employer and job-seeker customers.

Attachment 7-K. A Local Marketing Brochure Oriented to Job-Seekers: "The Des Moines Workforce Development Resource Center: A Place to Invest in Your Future"

8. MEASURING ONE-STOP PERFORMANCE AND PLANNING FOR SYSTEM IMPROVEMENTS

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8. MEASURING ONE-STOP PERFORMANCE AND PLANNING FOR SYSTEM IMPROVEMENTS

INTRODUCTION

One of the guiding principles established by DOL is that One-Stop systems be both performance-driven and outcomes-based. Policy makers and program managers are to be held accountable for achieving specific goals in the transformed One-Stop environment. They are also encouraged to use information about customer satisfaction and the quality of customer outcomes to imbed continuous improvement processes into the fabric of day-to-day One-Stop operations.

In this chapter of the Practitioners' Guide, we describe approaches that states can take to:

- Define performance measures for the One-Stop system.
- Implement a system for measuring One-Stop performance.
- Use performance measures to guide program improvement.

GOALS AND STRATEGIES TO MEASURE PERFORMANCE AND PLAN FOR SYSTEM IMPROVEMENTS

GOAL 1. DEFINE PERFORMANCE MEASURES FOR THE ONE-STOP SYSTEM

The U.S. Department of Labor has identified the four themes of *universal access*, *customer choice*, *integrated services*, and *outcome accountability* as federal objectives of the One-Stop initiative. However, each implementation state is encouraged to interpret the federal One-Stop vision and goals in ways that address local economic conditions, respond to local employer and job-seeker needs, and take into consideration workforce demographics and local service delivery system features.

Thus, rather than impose a standardized federal framework for the measurement of One-Stop system performance, DOL has encouraged each One-Stop implementation state to identify its own performance measures based on the state's One-Stop system transformation goals. Some states are choosing to design comprehensive workforce development performance measurement systems whose overall goals provide an "umbrella" for and encompass the performance goals and measures of a number of individual categorical workforce development programs. Other states are choosing to develop narrower One-Stop performance measurement systems whose goals and measures supplement the goals of individual categorical programs.

In the spring of 1997, DOL convened an interagency Workforce Development Performance Measures Policy Committee at the federal level. This marked the beginning of a collaborative process undertaken with participation by federal and state agency representatives to (1) promote the coherence and comparability of One-Stop performance measures used across states and, within states, across local workforce development systems, as well as (2) encourage the standardization and convergence of performance measurement approaches across different workforce development programs and funding streams.

The Performance Measures Policy Committee is attempting to achieve consensus about a common *menu of performance measures* with standard definitions that can be adopted by all levels and subsets of the workforce development system, from the national level to the state and local community levels. The resulting menu of measures will be available as a pool of possibilities from which state and local workforce development systems can draw in assessing their own One-Stop performance.

One-Stop performance measures can address a wide-range of accomplishments. Different performance measures will be of interest to stakeholders and program managers at different levels and will be useful for different purposes. A comprehensive One-Stop performance measurement system might yield "snapshots" of One-Stop accomplishments from a number of different perspectives, including the following:

- *Measures of overall system performance*, including service utilization rates, the extent that potential employer and job-seeker customers are aware of and use the One-Stop system, overall customer outcomes, and the overall level of satisfaction of current customers.
- *Measures of the effectiveness of different services* within the One-Stop system, such as self-access services, guided or group services, and intensive services, such as education and training services.
- *Measures of how the system is performing for different customer groups* with differing employment objectives, such as employers versus job-seekers; and youth versus new labor market entrants versus experienced workers.

- *Measures of how the system is performing for individuals likely to need more intensive or specialized services*, such as individuals with limited basic skills or limited English, individuals with disabilities, or individuals making the transition from welfare to work.

Comprehensive One-Stop performance measurement systems may examine a number of different aspects of One-Stop performance, using:

- *Visibility and market penetration measures* that assess the extent to which potential customers are aware of and use One-Stop services.
- *Process measures* that assess progress in implementing qualitative aspects of One-Stop organizational, service design, and service delivery goals.
- *Outcome measures for job-seeker customers* that address goals for improving customers' employment and earnings, skill attainment or educational achievements, self-sufficiency or other outcomes.
- *Outcome measures for employer customers* that address goals for helping employers recruit new workers, increase the skills of their current workforce, or accomplish other business objectives.
- *Customer satisfaction measures* that address goals for improving job-seeker and employer satisfaction with One-Stop services.
- *Cost and efficiency measures* that address goals for using resources in a cost-efficient and cost-effective way.
- *Equity of access measures* that address goals for serving relevant customer subpopulations, such as minority groups, veterans, individuals with disabilities, older workers, or particular types of businesses.

The issue paper on *Workforce Development Performance Measurement: Options for Performance Measures* (Social Policy Research Associates, March 1997) describes a number of specific measures that states and local areas might consider within each of these performance domains. In developing One-Stop performance measurement systems, states and local areas usually have to make compromises between comprehensiveness of measures and practical implementation issues, such as data availability, cost limitations, simplicity, and usefulness of measures for program managers. (Attachment 8-A at the end of this chapter summarizes 14 guiding principles for selecting performance measures identified by the Workforce Development Performance Measures Policy Committee.)

Strategies to establish performance measures for state and local One-Stop systems may include (1) designing performance measures at the state level, (2) initiating or refining performance measures at the local system or center level.

Strategy #1. Design One-Stop Performance Measures at the State Level

Designing One-Stop performance measures is typically a state-led effort. States are usually interested in developing One-Stop performance measures that reflect state One-Stop goals and can be implemented on a statewide basis. However to ensure that performance measurement systems are viewed as useful tools by program managers at all levels, states often invite local program staff to participate in the planning process and encourage local systems to tailor state performance measurement frameworks to meet local system needs and goals.

Examples of State-Initiated One-Stop Performance Measures

Example #1—Establishing Statewide Performance Measures and State and Local Performance Goals. The performance goals established for the Indiana One-Stop career center system were designed to mirror four general principles:

- Employment is the objective of workforce development.
- Customer satisfaction is key.
- Accountability measures should be based on easily accessible information.
- Performance measures should recognize the customer-centric orientation of services and the importance of self-service modes of delivery.

During 1996 a state–local workgroup refined a performance measurement approach based on the following performance elements:

- *Employment outcomes*, including placement rates, secured employment rates, and long-term placement rates.
- *Customer satisfaction*, measured for employers and job seekers who use One-Stop services, with a goal of improving customer satisfaction over time.

- *Market penetration*, measured by dividing the number of job openings listed by a One-Stop system by the number of new hires within the service area.
- *Level of utilization of self-service opportunities* for job seekers and employers.

Examples of specific state performance goals included:

- A 10% reduction in the proportion of UI claimants who exhaust their benefits.
- The receipt of career center services by at least 50% of all secondary school students sometime before they complete 9th grade.
- A 10% decrease in the proportion of staff time spent in data entry tasks and a 10% increase in the proportion of time spent in face-to-face interaction with customers.
- An increase in the number of sites where individuals can access basic workforce information.

The state also called for One-Stop performance to be measured at the local office level, with quarterly monitoring of the percentage of UI claimants with individual service plans, the number of students using career center services, the percentage of successful job matches, the level of overall customer satisfaction, and the utilization of self-service options. **State of Indiana**

Example #2—Developing a State Performance Measurement System to Guide One-Stop Implementation Processes. In Wisconsin, the *Job Center Standards* represented the first phase of state performance guidelines for a performance-driven/outcome-based One-Stop system. The process standards were developed by a state-local interagency team and were approved by the state One-Stop policy board in February 1995. The standards described the characteristics of a well-coordinated local employment and training service delivery system (*functional standards*) and identified the minimum menu of services that all Job Center sites were expected to provide on-site to a universal customer base that included individuals and employers (*service standards*).

Thus, the Job Center Standards, which centers had to meet to be certified as One-Stop centers, consisted of functional standards pertaining to *how* specific services were to be delivered, as well as service standards pertaining to *what* specific services should be available. For example, one functional standard was that assessment be non-redundant across participating partners; one service standard was that testing and assessment be available to all One-Stop customers. **State of Wisconsin**

Example #3—Developing Performance Measures for a Transformed Economy. In Texas, the State Council was instrumental in developing a core set of One-Stop performance measures. Selected measures included labor market outcomes (entered employment rate, earnings gain rate, and employment retention rate), a variety of learning outcomes (educational achievement rate), access equity measures, and customer satisfaction/quality assurance measures for individual One-Stop centers.

The state tried to develop measures that would be appropriate for the transformed social contract between employers and workers, in which flexible and less permanent employment relationships have replaced "life-time" employment. Given this shift in employment trends, Texas staff decided that performance measures should be geared toward (1) success in "life-long learning" and (2) long-term employment security (minimizing periods of unemployment), rather than security in a particular job. **State of Texas**

Strategy #2. Initiate One-Stop Performance Measures at the Local System Or Center Level

Individual local areas may also take the initiative to develop their own performance measurement system for use by local system managers. Often locally-initiated systems will supplement or adapt state performance measurement frameworks to meet local needs.

Examples of Designing One-Stop Performance Measures at the Local System or Center Level

Example #1—Setting Local Production Goals. In their local One-Stop application to the state, the partners in the Baltimore CareerNet System set several performance goals for the first year of the implementation period (to be compared to performance during Program Year 1994):

- *A 10% increase in the level of coordination and collaboration of services* across sites and funding agencies, as measured by the number of individuals served by more than one program.
- *An increase in the uniformity of services* available across different sites and agencies, as measured by the number of similar services.
- *Maintenance of existing service levels* for the funding streams administered by system partners, such as JTPA and Job Service.
- *An increase in the number of customers receiving multiple services* and the total number of services received by a typical Center customer.
- *A 5% increase in the number of jobs listed* in the automated Job Bank.
- *An increase in the number of customers from the "general public"* beyond the pool eligible for JTPA and other categorical programs, to 15% of all center customers.
- *An increase in the number of customers who are already employed* at the time they receive services, to 2% of all customers served.

In an effort to establish integrated "production" goals for the Eastside Career Center, the local partners measured the following outcomes for Center customers on a monthly and annual basis: (1) the number of job placements for all customers as well as the number of job placements for JTPA customers; (2) the daily traffic flow through the Center; (3) the number of enrollments in the automated Job Bank; (4) the number of individuals attending a JTPA employment preparation seminar, participating in self-paced training in the local resource laboratory, or participating in GED training or a skills brush-up class. Production statistics were reviewed monthly as part of a Center "performance review," which compared agency performance against goals. **Baltimore, Maryland**

Example #2—Developing Performance Measures at the Regional Level. The state of Massachusetts identified four general areas against which the career centers will be held accountable, including customer satisfaction; customer outcomes; market growth and penetration; and gross product. Responsibility for operationalizing and implementing such measures at the regional level was given to the Regional Employment Boards (REBs), which were responsible for assessing the performance of individual career centers.

To respond to the state's "competitive model," the Regional Employment Board for Hampden County established performance criteria to: (1) provide information about whether the Center had accomplished state, regional, and local goals; (2) allow for comparisons of performance across local centers; and (3) inform the continuous improvement process within centers. To support these performance measurement objectives, the FutureWorks Career Center in Springfield implemented a sophisticated management information system to track customer service utilization and customer outcomes.
Springfield, Massachusetts

GOAL 2. IMPLEMENT ONE-STOP PERFORMANCE MEASUREMENT

Simultaneous implementation of all aspects of a unified One-Stop performance measurement system is rarely practicable, given the starting point, which usually consists of separate information systems for collecting and storing program data and distinct performance measures and goals for each categorical funding stream. Some states view the development of an integrated client-level management information and case management system as a necessary precursor to integrated One-Stop performance measurement. Thus, implementation of One-Stop performance measurement is sometimes "put on hold" while a new integrated management information system is developed.

Other states and local areas have chosen to implement One-Stop performance measurement systems gradually, as new performance measures are defined and become feasible to implement.

- Some state and local areas have chosen to emphasize process measures during the first year of One-Stop implementation. Although process measures reflect "intermediate" service design and service delivery outcomes rather than customer outcomes, they are often of critical concern during the early phases of system transformation.

- Some states and local areas have devoted substantial first-year effort to developing methods to obtain customer feedback and structure customer satisfaction measures so that they can become part of a formal performance measurement system.
- Some states and local areas have emphasized performance measures that are already in place for one or more categorical programs. However, these measures may not represent adequately all One-Stop system goals.

Strategy 1. Emphasize the Use of Process Measures During the First Phase of One-Stop Performance Assessment

During the first phase of One-Stop implementation, some states use process measures to assess whether the desired features of One-Stop systems have been achieved in specific local systems and centers. Assessments of how individual local centers and systems measure up against process measures can be completed using on-site reviews conducted by outside (state or peer) monitors or self-assessments performed by local One-Stop staff. A number of states formalize process measures as criteria that have to be met before local centers can be officially certified as One-Stop centers.

States that emphasize the use of process measures during the initial stages of One-Stop implementation often plan to expand their accountability systems during subsequent years to include customer satisfaction measures and customer outcome measures.

Examples of Emphasizing Process Measures

Example #1—Developing Process Standards and a Self-Assessment Manual for Local One-Stop Centers. As described previously, the Wisconsin Job Center Standards are a set of process measures that describe the characteristics of a well-coordinated local system (functional standards) and identify a minimum menu of services that centers are expected to provide to individual and employer customers (service standards).

To ensure that the second generation of One-Stop centers would learn from the experiences of the state's initial pilot sites, Wisconsin staff developed detailed descriptions of the process and service standards and offered "model case examples" of transformed systems based on the approaches developed by early One-Stop implementation sites.

During the first year of the federal One-Stop implementation grant, the state developed a self-assessment tool that local staff and state site visitors could use to determine whether the Job Center Standards had been met. **State of Wisconsin**

Example #2—Using Cross-Program Monitoring Teams to Compare Local Performance to Self-Determined Goals and Benchmarks. During the initial phase of One-Stop implementation in Ohio, the state decided to measure the success of local One-Stop systems using interagency monitoring teams to conduct individualized on-site evaluations of the progress of each One-Stop site. To support the assessments of local system operations by cross-program monitoring teams, the state developed an assessment tool and a method for collecting and organizing relevant information and providing it to the state One-Stop policy committee.

The Program Performance Work Team also undertook to recommend performance measures and methods for use across all local One-Stop systems. The Team identified overall assessment of local system operations as one of three important areas (along with customer satisfaction and customer outcomes) that needed attention in the development of a system to measure One-Stop performance. **State of Ohio**

Example #3—Using Process Measures in Combination with Other Performance Measures. Minnesota uses a certification process to guide local One-Stop system development efforts. A detailed checklist of "benchmarks" developed as part of the certification process describes the requirements for local areas in the domains of local partnerships, governance, and service designs. State benchmarks include measures of (1) integrated staffing; (2) co-location; (3) customer satisfaction; (4) inclusiveness and efficacy of governance structures; (5) comprehensiveness of services; (6) access; and (7) performance outcomes.

Progress in achieving most benchmarks is evaluated by collecting information on local One-Stop implementation processes. For example, integration of staffing is measured by indicators such as the frequency of joint staff meetings and staff cross-training and the number of staff whose positions are funded from multiple program sources. **State of Minnesota**

Strategy 2. Emphasize the Use of Customer Satisfaction Measures During the First Phase of Performance Assessment

A number of states and local sites emphasize the collection of customer satisfaction information during the early stages of One-Stop implementation, because of the increased emphasis on implementing One-Stop systems as "customer-oriented" and "customer-driven" systems. Customer feedback can be collected using the following methods:

- Holding open-ended customer forums on a regular basis to stay informed about customer needs and interests.
- Conducting general "exit surveys" or periodic follow-up surveys with customers to assess overall customer satisfaction with One-Stop services.
- Surveying customers regularly about their satisfaction with specific services.
- Surveying the general public or employers or job-seekers who have not used the One-Stop system, to find out about the barriers to utilization of One-Stop services by additional customers.

Although a number of One-Stop states and local areas begin collecting customer satisfaction information during the early phases of One-Stop implementation, it is more difficult to decide how to analyze and summarize customer responses. Attachments 8-H through 8-L at the end of this chapter under *Resources* provide examples of how different states and local sites have measured and analyzed customer satisfaction as part of their One-Stop accountability systems.

Examples of Emphasizing Customer Satisfaction Measures

Example #1—Establishing a Customer Satisfaction Baseline. Early negative feedback from customer focus groups in Indiana on workforce development services prior to One-Stop implementation made it clear to public agency decision makers that dramatic changes in service design and delivery were needed. The state has called on all centers to use customer satisfaction surveys during their first year of One-Stop operation to establish baseline data by which improvement in this area can be measured. **State of Indiana**

Example #2—Setting High Customer Satisfaction Goals. Massachusetts is particularly interested in measuring the performance of its career centers in the area of customer satisfaction. The state seeks to support career centers in achieving 90% customer satisfaction rates within 100 days of opening their doors. Career centers are encouraged to use a variety of tools to measure their performances in this area, including surveys, focus groups, and service quality information systems.

Regional Employment Boards are responsible for ensuring that customer satisfaction data are collected. They are permitted some latitude in developing methods for collecting such data within the career centers. **Commonwealth of Massachusetts**

Strategy 3. Emphasizing Outcome Measures Already in Use in One or More Categorical Programs

Categorical program performance measures remain in effect in all states, regardless of the implementation of One-Stop performance measurement systems. Some states have adopted these existing performance measures to provide accountability while they develop new One-Stop performance measures. Other states have used existing measures as the basis for their new One-Stop performance measurement systems.

Examples of Emphasizing Outcome Measures Already Used by Categorical Programs

Example #1—Adopting Measures Developed for the ES and UI Programs. Connecticut was one of the few states that was able to implement a performance measurement system during the first year of One-Stop operations. The Connecticut system measures center performance on a quarterly basis. Quarterly performance reports not only display each center's measured performance, but also compare it to the normal performance range in the state, to benchmarks for best practice in the state, and to an absolute performance goal.

The system includes about 20 different performance measures, which were originally designed for ES and UI offices and then applied to One-Stop centers as well. As a result, the performance measures focus narrowly on the ES and UI services offered within One-Stop centers and do not address some of the goals that other states are attempting to measure, such as measures of wages and earnings, or attainment of new skills by individual customers. **State of Connecticut**

Example #2—Using Available Measures and Reporting Systems for the "Basic" Phase of Performance Management. Ohio's performance management system was designed to be implemented in two phases, *basic* and *enhanced*. During the *basic* phase, local sites used information currently available and continued to meet current reporting and performance requirements. In addition, the state encouraged local sites to use locally-designed tools—like comment cards, focus groups and telephone surveys—to measure customer satisfaction. A new measure of integration of services called "services received" was also created. This measure counted individuals who were tracked as moving into another program and who actually received services from that program.

In preparation for the *enhanced* phase, the state was developing new procedures for tracking individuals and services across different programs through the use of shared, automated case management tools. During the enhanced phase, an integrated individual service plan will become the yardstick by which One-Stop successes will be measured. During this phase, more systematic and in-depth customer satisfaction assessments will be conducted. Assessments of customer satisfaction will be conducted semi-annually for each One-Stop area and performance levels will be indexed against state performance. **State of Ohio**

GOAL 3. USE PERFORMANCE MEASURES FOR PROGRAM IMPROVEMENT

Performance measurement is not an end in itself; instead performance measurement is intended to be a tool that can be used to foster program improvement. States vary considerably in their approaches to implementing program improvement systems. Strategies used to encourage continuous improvement at the local level include: (1) training local staff in how to use performance information as part of a continuous improvement process; (2) using customer feedback to guide immediate and ongoing system improvements; and (3) making local offices and individual staff accountable for performance levels.

Strategy 1. Train Local Staff in How to Use Performance Information to Support Continuous Improvement Efforts

Many high-performing organizations have adopted the concept of continuous improvement as part of a workplace culture in which managers and line staff seek to evaluate and improve everything they do. The major premise of continuous improvement is that by systematically evaluating every process within the organization and constantly seeking to improve those processes, the organization will be able to achieve increasingly high levels of performance as measured by program outcomes and customer satisfaction.

The continuous improvement process consists of several discrete steps, including:

- Identifying areas to target for improvement.
- Diagnosing why performance is low and what is preventing the achievement of high performance.
- Planning changes to improve performance and specifying measurable goals for improvement.
- Implementing changes.
- Monitoring the effects of changes to determine whether they are having the expected results.

To ensure that information about One-Stop performance is useful for continuous improvement efforts, states and local areas can train managers and direct service staff how to use performance information to identify areas of problematic performance, diagnose why problems have occurred, set measurable goals for improvement, and monitor whether system changes have had the intended effect of improving performance in the targeted areas.

Examples of Training Local Staff To Use Performance Information as Part of a Continuous Improvement Process

Example #1—Teaching Staff from Local One-Stop Centers About Total Quality Management and Continuous Improvement Practices. Minnesota's Department of Economic Security launched a "Workforce Excellence Initiative" funded in large part by a foundation grant. The objectives of this initiative included promoting customer satisfaction and continuous improvement based on total quality management (TQM) criteria. Workforce Excellence training was offered to groups of approximately 100 people at a time in a "train the champion" model. It was expected that about 80% of the individuals participating in training would be from local workforce centers. **State of Minnesota**

Example #2—Ensuring that Local Staff and Managers Understand the Relevance of Outcome Measures and Ongoing Performance Monitoring. In Connecticut, performance measures were developed by the state with substantial input from local management and staff. Core measures were designed to have value to those working in the field, provide staff with a basis for comparing outcomes with other offices in the state, and give staff performance feedback that would enable them to identify needed changes. Quarterly reports, prepared for each center and for the state as a whole, presented this information in an easily understood way. Local staff participation in the process of choosing measures was seen as particularly important, since the state did not want center staff to feel that measures were "imposed" on them from the outside.

The state placed a special emphasis on training local staff in total quality management (TQM) and the analytical techniques that would allow them to design additional local performance measures and use outcome measures to promote continuous improvement of services. State staff worked intensively with local area staff to ensure that both managers and staff understood the relevance of the regular performance reports and could use performance information to support continuous improvement efforts. **State of Connecticut**

Strategy 2. Use Customer Feedback to Guide System Improvements

Another strategy, used either in combination with Strategy 1 or separately, is to ensure that information about customer satisfaction (and dissatisfaction) is used by staff and managers responsible for planning program improvements. Procedures developed to ensure that customer feedback is used effectively include the following:

- Summarizing and analyzing findings from customer satisfaction surveys on a regular basis and circulating summaries to all staff, including continuous improvement teams.
- Reconvening "focus groups" with current and prospective customers periodically to obtain up-dated perspectives on customer needs and interests.
- Forming on-going interagency project teams to review the adequacy of services available to members of major customer groups, such as employers and job-seekers.
- Holding periodic center-wide staff retreats to review the responsiveness of services to customer needs and suggest improvements.

Examples of Using Customer Feedback to Guide System Improvements

Example #1—Establishing a Local Customer Satisfaction Team. Respondents at the Arlington, Texas, Career Center indicated that measuring consumer satisfaction is increasing in importance because customers find their own jobs through access to unsuppressed job listings available through electronic bulletin boards accessed at a distance.

To elicit and attend to feedback from individual and employer customers, the center established a customer satisfaction team. Using assessment techniques recommended by sources such as the "Simply Better" technical assistance guides, team members have developed a form to collect customer feedback with room for suggestions, comments, or complaints. Completed forms are posted in the Resource Room and customer feedback is regularly reported to staff. **Arlington, Texas**

Example #2—Using a Center-Based Customer-Focused Problem-Solving Team. In addition to implementing a management information system designed to track customer outcomes, the FutureWorks Career Center in Springfield, Massachusetts, has developed and implemented a procedure to promote and monitor high-performance outcomes. The "No Excuses"

Team is a cross-functional, rotating group of six FutureWorks staff charged with maintaining customer focus, designing mechanisms for customer feedback, and insuring that such feedback informs the continuous improvement process.

As a result of analyzing customer feedback, the Springfield center has developed a number of new job-search materials and workshops in which customers have expressed interest. **Springfield, Massachusetts**

Strategy 3. Create Incentives for Improved Performance by Local Offices and Staff

To motivate One-Stop center staff to improve center and system performance, several states and local areas have attempted to build in performance incentives at the level of the administrative unit or the individual service team or worker. A number of states have indicated that they will be developing positive incentives (rewards) for sites with high or improved One-Stop system performance and negative incentives (sanctions) for poor performance. Typically, incentives will consist of technical assistance to poorly performing centers and requirements to implement corrective action plans.

A few states have indicated their intention to apply accountability standards in conducting performance assessments for individual managers and One-Stop staff.

Examples of Creating Incentives for Improved Performance

Example #1—Linking Staff Performance Assessments to Customer Outcomes and Customer Satisfaction. The emphasis on performance outcomes at the Eastside Career Center in Baltimore has also influenced the development of a performance evaluation system for individual staff including instructors, employer account executives, and workshop leaders. Staff performance is assessed, at least in part, by the production outcomes and level of customer satisfaction reported by customers receiving services from each staff member. **Baltimore, Maryland**

Example #2—Developing Accountability Standards for One-Stop Program Directors and Center Managers. An element of the increased state emphasis on accountability under the One-Stop system will be the implementation of accountability standards for state career center program directors and center managers. These managers will be evaluated based on their success in achieving systemwide goals, including the overall operation of their office, the use of the information resource area, the level of overall customer satisfaction and employer relations, and the extent of integration achieved between JTPA and other One-Stop partners. **State of Indiana**

Example #3—Creating Incentives and Sanctions to Encourage Continuous Quality Improvement for Local One-Stop centers. The state's performance management committee was responsible for providing guidance and input on the development of new performance measures and of establishing performance benchmarks. It was also charged with developing recommendations for a system of incentives and sanctions to govern the continuous quality improvement of the local sites. **State of Iowa**

RESOURCES

EXAMPLES OF SETTING PERFORMANCE GOALS AND MEASURES

Attachment 8-A. Goals of the Workforce Development System and Guiding Principles for Selecting Measures (1997)

These two exhibits are excerpts from *Workforce Development Performance Measurement: Options for Performance Measures*, prepared by Social Policy Research Associates in March 1997 for use by the Workforce Development Performance Measures Policy Committee. The first exhibit summarizes eight workforce development system goals adopted by the Policy Committee. The second exhibit describes 14 guiding principles to be considered in selecting performance measures.

Attachment 8-B. Excerpts from Minnesota's Quality Assessment Annual Report (1996) for the Workforce Exchange Branch (ES and UI)

These excerpts from Minnesota's annual quality assessment report for the agency's Workforce Exchange Branch describe the different measures used by the ES and UI programs in Minnesota to assess customer satisfaction and product quality. The excerpts review findings on internal and external customer satisfaction, quality placements, and market penetration.

Attachment 8-C. Minnesota Workforce Development System Strategic Framework (1997)

This memorandum describes the framework developed by the state of Minnesota to guide both system development and performance assessment for its comprehensive workforce development system, including (1) vision, (2) mission, (3) values, (4) strategic goals, and (5) systemwide and local measures for continuous improvement.

Examples of Monitoring Progress in Meeting Process Goals

Attachment 8-D. Wisconsin's Self-Assessment/Monitoring Tool for Achieving a "Unified Employer Relations Function" (1996)

Wisconsin developed monitoring tools to guide outside monitors and One-Stop partners in determining whether they had satisfied the state's functional standards and service standards. This attachment reproduces a monitoring framework and format to be applied to local One-Stop employer services.

Examples of Tracking Service Utilization

Attachment 8-E. Statistics on Resource Area Usage at the Minnesota Workforce Center–Anoka County (1996)

This attachment summarizes customer usage of the personal computer lab and the job search area during an eight month period, with subtotals for "program-specific" customers and the general public.

Attachment 8-F. Early Statistics on Utilization of the Waukesha County, Wisconsin, Workforce Development Center (1995)

Attachment 8-G. Weekly One-Stop Client Flow at the Arlington, Texas, Career Center (1996)

Examples of Measuring Customer Satisfaction

Attachment 8-H. Customer Satisfaction Materials from Minnesota

Included in this attachment are the following:

(1) Excerpts from an Internal Customer Survey Report (1996)

(2) A Customer Satisfaction Survey for Users of Labor Market Information

(3) A Customer Satisfaction Survey for Job-Seeker Customers of One-Stop Centers

(4) A Summary Sheet on "What Customers are Saying" About the Minnesota Workforce Center–Anoka County

Attachment 8-I. Customer Satisfaction Materials from Wisconsin

Included in this attachment are the following:

(1) One-Stop Job Center Focus Group Interviews (1995)

(2) Automated Survey of Job Seekers Through JobNet (1995)

(3) Outline of One-Stop Customer Research Project (1996)

Attachment 8-J. Customer Satisfaction Materials from Connecticut

Included in this attachment are the following:

(1) Exit Survey for Connecticut Works Center Customers

(2) Survey Assessing Interest in Center Workshops

(3) Customer Survey Assessing Workshops

(4) Customer Survey Assessing Training

Attachment 8-K. Customer Satisfaction Results from Tarrant County (Texas) One-Stop Centers

Attachment 8-L. Indiana Customer Satisfaction Surveys for Job-Seekers and Employers

SPR

SOCIAL POLICY RESEARCH ASSOCIATES

Creating Workforce Development Systems That Work: A Guide for Practitioners

Part III. Designing and Delivering One-Stop Services

November 1, 1997

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9. PROVIDING TRANSFORMED ONE-STOP SERVICES TO INDIVIDUAL CUSTOMERS

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9. PROVIDING TRANSFORMED ONE-STOP SERVICES TO INDIVIDUAL CUSTOMERS

INTRODUCTION

Transforming services for individual customers is one of the most important objectives of the One-Stop initiative. The One-Stop vision calls for a seamless service system that can meet the needs of a broad range of individual customers of varied backgrounds, ages, skill levels, and financial situations. These customers include recently dislocated workers, veterans, long-term unemployed, welfare recipients, new labor market entrants, students, and already-employed workers, as well as persons with serious barriers to finding employment due to disabilities or lack of education, language skills, or adequate child care.

The themes of the One-Stop initiative, as they relate to services for individuals, include:

- *Universal access* to services so that all customers—regardless of their eligibility for specific programs—can receive a core set of effective services.
- *Greater customer choice* so that customers can choose the content, intensity, and mode of delivery of services they need from a comprehensive service menu, and can choose among individual service programs and providers based on good information about the outcomes achieved by previous program participants.
- *Integrated services* so that customers encounter a seamless delivery system with an integrated point of access rather than a patchwork system made up of multiple programs offering overlapping services.
- *Increased accountability* so that services for individuals can be evaluated and improved over time.

The vision of improving services to customers has led to a number of common goals for One-Stop systems:

- Simplify access to services.
- Provide a wide range of services to meet the needs of diverse customers.

- Make effective self-access services available to all customers.
- Provide guided services to customers needing assistance in developing career plans and finding appropriate employment.
- Provide more intensive training and supportive services, when needed.
- Provide targeted populations with specialized services appropriate to their needs.

STRATEGIES TO TRANSFORM SERVICES FOR INDIVIDUAL CUSTOMERS

GOAL 1. SIMPLIFY ACCESS TO SERVICES

Simplifying access to services is a key step in transforming services within One-Stop systems. As discussed in Chapter 2, One-Stop centers can take a variety of approaches to integrating services and staff functions. Regardless of the extent of integration of subsequent services, however, at a minimum, centers can simplify access by providing a single point of access to services for first-time center users. Centers can also integrate initial eligibility determination and orientation to the services available at the center.

Strategy 1. Integrate Reception

The first step in simplifying access is to provide integrated reception services that include accurate, timely, and relevant information about the services available to One-Stop customers and how customers can access services. To provide integrated reception services, receptionists need to be knowledgeable both about specific programs housed in the center and related services available from other programs located off site.

Examples of Integrating Reception

Example #1—Assigning Reception Duties to Staff from Several Agencies. This center rotates the reception task among workforce development staff from three programs—JTPA, ES, and VETS representatives. These staff provide an initial assessment of customer needs and direct customers to the appropriate agency or program to receive the services they seek. These staff are also responsible for providing customers with information about additional off-site community resources. Staff of this center report that they have learned a great deal about programs and agencies other than their own as a result of fielding customers' questions. **Lawrenceburg, Indiana**

Example #2—Developing a New Receptionist Position. Workforce development centers in Connecticut are required to fill a staff position called "greeter"—a staff member who has an understanding of the range of services offered at the center and can explain these services to customers. The greeter meets customers when they come in the main entrance, answers initial questions, gives a brief description of services available at the center, and directs customers to appropriate areas of the center. Depending on their needs, customers may be referred to an Employment Service, UI, JTPA, or VETS representative for initial intake. Customers may also be directed to the integrated "career services" center, where they can obtain further information about center and community resources as well as assistance using computers, telephones, printers, and copiers that are available for job seekers. **State of Connecticut**

Strategy 2. Integrate Intake and Eligibility Determination

A second strategy to simplify access to One-Stop services is to integrate the determination of program eligibility. This is usually accomplished through a two-step process. First, reception staff make an initial determination of the programs for which a customer is likely to be eligible, based on the customer's reported circumstances. Second, program staff conduct a more thorough determination of eligibility, including obtaining necessary documentation.

Technology can greatly assist in integrating eligibility determination, as described in Chapter 4.

Examples of Integrating Eligibility Determination

Example #1—Using Technology to Provide Self-Service Intake and Eligibility Determination. As the first step in integrating intake and access to services, Indiana implemented an integrated, automated, self-service intake process in all One-Stop centers. Customers provide information through a self-access system, which staff from any participating program can access. These automated case files are used to share eligibility information across agency partners. In both local sites visited, the common intake process was being used by ES, UI, and JTPA partners. In one local site, it was being considered for use by the welfare agency. **State of Indiana**

Example #2—Integrating Intake and Eligibility Determination. Maryland requires all One-Stop Centers to provide integrated preliminary eligibility determination as a core service to individual customers. This service is provided via the state's CareerNet electronic system. Although the system does not determine final eligibility, it does provide good information about employment and training opportunities for which customers might be eligible, as well as educational grants and other supportive services available in the state or local community. **State of Maryland**

Strategy 3. Integrate Orientation to Services

Centers can also integrate their orientation programs so that all individual customers who visit a One-Stop center receive the same introduction to services. In developing orientation programs, centers need to strike a balance between two factors. Because One-Stop orientations are targeted to a wide variety of individual customers, orientation should not present overly-specific information about services for which only selected customers are eligible. On the other hand, the orientation program needs to provide customers with sufficient information about all services so that customers can make decisions about which services are appropriate to meet their needs.

Examples of Integrating Orientation to Services

Example #1—Providing Comprehensive Orientation. Customers interested in using this center's services are asked to attend an orientation to the center. During this session customers: (1) view a video that provides an overview of the center and its services and examples of how center services address the varying needs of job-seekers, (2) listen to a brief presentation by center staff that highlights key services, (3) go on a guided walk-through tour of the center, (4) review customer service sheets that describe each different service offered at the center, and (5) "sign on" to the computer system to learn how to use the automated job bank and career information software. Nine such sessions are held each week. **Baltimore, Maryland**

Example #2—Developing Specialized Orientations Based on Customer Needs. Although this center initially developed a single integrated orientation, staff found that it would be more appropriate to develop two separate orientations: one for customers seeking salaried positions, and one for customers seeking jobs that pay an hourly wage. Each of these orientation sessions is held daily. Individual customers seeking services from any program may attend either orientation and all customers are informed about both of them.

The orientations are similar in content but differ in how staff use examples to inform customers about the center's services. For example, in an orientation designed for hourly workers, staff might encourage job-seekers to develop resumes to bring to a Job Fair, while in an orientation designed for workers seeking salaried positions, staff might provide basic instruction on how to submit resumes electronically. All customers in either orientation receive a comprehensive tour of the facilities and a free membership card that enables them to access services at the center. **Springfield, Massachusetts**

GOAL 2. PROVIDE A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF CUSTOMERS

Two key themes of the One-Stop initiative make it essential that One-Stop centers offer a wide range of services. First, the goal of providing universal access to services means that One-Stop centers need to serve a much more diverse group of customers than was previously served in each of the individual categorical programs. Second, the goal of providing customers with meaningful choices also means that One-Stop centers need to provide a wide range of service options.

Strategy 1. Establish Tiers of Services

One strategy to make a wide range of services available is to establish a "pyramid" of services, consisting of three tiers.

"First tier" services consist of *self-access services*. These self-access services are available to all customers, regardless of program eligibility. Self-access services allow customers to obtain labor market information and information on jobs, careers, and education and training providers in the area. Customers can also use automated self-assessment and career planning products, learn about job search strategies, and access automated job postings. (More detail about these services is provided below under Goal 3, Make Effective Self-Access Services Available to All Customers.)

"Second tier" services are *guided or group services*. These services include more intensive assessment and career counseling, staffed job matching services, and group activities such as job clubs and workshops. Generally, One-Stop centers can make at least some of these guided services available to all customers. Second tier services are described in detail under Goal 4, Provide Guided Services to Customers Needing Assistance Choosing Careers and Finding Employment.

"Third tier" services are the most intensive and include *educational and occupational skills training and supportive services*. Because of program eligibility requirements, the direct provision or funding of these more intensive services is generally limited to customers eligible for specific programs, such as JTPA. Third tier services are described in detail under Goal 5, Provide More Intensive Training and Supportive Services.

Strategy 2. Help Customers "Navigate" the Workforce Development System

A second, related strategy is to help customers access the services that they need within the pyramid. Not all customers need to start with self-access services and then move up to more intensive services if the self-access services are not sufficient to meet their needs. Rather, under this strategy, customers can enter each service level from a variety of points.

One approach is to use case managers and counselors as "bridges" to services for customers eligible for categorical programs. After initial intake, customers who appear to be eligible for specific programs are referred to staff who can help them determine whether or not they want to participate in those programs. If so, staff then assist eligible customers in accessing appropriate services, both from the specific program and from other programs within the center.

For example, under this strategy, JTPA-eligible customers who choose to enroll in that program meet with a counselor to receive objective assessment and develop a comprehensive service plan, as required by the JTPA legislation. Similarly, customers eligible for welfare-to-work, VETS, Vocational Rehabilitation, and other categorical programs are generally introduced to One-Stop services through one-on-one meetings with a case manager or counselor soon after intake or group orientation.

For customers not eligible for specific programs, several approaches can be used. First, One-Stop centers can make available one-on-one meetings with customer service representatives or vocational counselors to develop action plans for any customer who wants this service, regardless of program eligibility. Although this approach makes it possible for all customers to receive assistance in developing service plans, it is often challenging to finance service planning for customers not eligible for specific programs, as discussed in Chapter 6.

Second, some One-Stop centers offer group workshops to the general public as a way to help customers learn about and access additional services. Workshop leaders can help customers develop a service plan in a group setting and can provide more individualized help in accessing required services.

Third, staff stationed in resource rooms may help all resource room customers access additional services. Staff in these areas often have regular contact with individual customers, many of whom use self-access services regularly during their job search. For customers interested in services beyond the first tier of services, resource room staff can provide additional help locating information on local employment, education, and training opportunities, and referring interested customers to individual career counseling sessions or group workshops.

Examples of Helping Customers Navigate the Workforce Development System

Example #1—Providing Service Planning to All Customers. The FutureWorks Career Center encourages all customers to meet one-on-one with a case manager who helps them develop an action plan and access the services called for in the plan. **Springfield, Massachusetts**

Example #2—Providing Assistance With Individual Service Planning to Customers Eligible for Categorical Programs. At the Eastside Career Center in Baltimore, Maryland, individuals who were interested in additional services beyond self-access services were scheduled for an individual assessment interview with a customer service representative to review their eligibility for specific programs. Individuals eligible for JTPA services who were interested in participating in training were given a referral to an employment development specialist who assisted the customer in developing an individual services plan. A veterans employment service representative was available for individualized counseling/job search support for veterans. Job search counseling/assistance to UI recipients under the Worker Profiling and Reemployment Services program was about to be added to the menu of services available from Center staff. In addition, all center customers could request assistance with job placement from Job Service staff housed at the center. **Baltimore, Maryland**

Example #3—Offering Group Career Assessment Workshops to the General Public. At the Waukesha County Workforce Development Center, staff emphasize the importance of guiding customers through the system, treating all customers with respect, and offering individuals encouragement to pursue their employment goals. To help customers assess career interests and aptitudes and develop individual employment goals, the center partners designed three different levels of group assessment workshops. As the agreed-upon partner responsible for assessment services (selected through a joint RFP process), the Technical College offered three different levels of group assessment (e.g. lasting four hours, eight hours, and 12 hours respectively). The four-hour version was available to the general public. More intensive assessment workshops were available to JTPA clients, welfare-to-work clients, and at-risk youth. **Pewaukee, Wisconsin**

GOAL 3: MAKE EFFECTIVE SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS

The most significant change resulting from the One-Stop initiative is the development of more extensive self-access services. The capacity of state and local areas to deliver high quality self-access information services on employment and training resources is being supported by the development of number of national application systems sponsored by America's Labor Market Information System (ALMIS) and developed by federal and state partnerships. Among the ALMIS national application systems that have applicability as products for direct customer use are the following:

- *America's Job Bank* (AJB), an electronic listing of job openings that has been available on the Internet since February 1995.
- *America's Talent Bank* (ATB), a nationwide database of electronic resumes that can be searched electronically by employers. After being pilot tested in nine states, the ATB system is in the process of being implemented nationally.
- *America's Training and Education Network* (ATEN), a new effort to create an electronic marketplace in which individuals and companies can find appropriate training that draws on both traditional and technology-based modes of delivery.

- *O*NET*, a comprehensive database describing job characteristics and worker attributes, based on a new conceptual framework that replaces the outmoded Dictionary of Occupational Titles. O*NET will provide a foundation for new skills-matching systems; new approaches to career counseling; and new job descriptions, resumes, and job orders.
- *ALMIS Employer Database*, an acquired database containing information on over ten million employers throughout the country that will be available to states, intermediate users such as One-Stop center staff, and individual customers.
- *Media Library of Occupations*, a planned library which will consist of brief (90 second) multi-media descriptions of occupations on CD-ROM for state and direct customer use.
- *ALMIS Consumer Report System* (CRS), which is a set of integrated products and services to facilitate informed choice by job-seeker customers and employers by providing historical information on service and participant performance outcomes of employment, training, and education programs.

Drawing on the national application systems developed or under development by ALMIS, One-Stop centers can design improved self-access products and make them available in career resource centers or career libraries within the center. These products provide self-access information services and, in some cases, self-access training services. In addition, One-Stop centers can make many of the same automated information resources available to One-Stop customers from computer work stations or kiosks located in a wide variety of community sites as well as through remote access via Internet Web sites or electronic bulletin boards.

Below we describe the strategies that One-Stop systems can use to (1) develop high-quality self-access services, (2) establish user-friendly resource areas, and (3) make self-access services available through remote access.

Strategy 1. Provide a Wide Array of Self-Access Services

As discussed in Chapter 1, states often require that certain types of information—job listings, labor market information, and information about education and training opportunities—be made available to individual customers on a self-service basis in all One-Stop centers. In some cases, specific *products* are common to all One-Stop centers in a state; in other cases, particular *categories of services* are required, but the specific products through which services are provided may vary from site to site.

Despite the differences in state approaches, most states require that the following categories of information be provided to individual customers in all One-Stop centers:

- Labor market information.
- Assessment and career-planning information.
- Information about education and training opportunities and related community resources.
- Automated job listings or job matching services.

Although many of these information services have been available through JTPA and ES offices prior to the One-Stop initiatives, both states and local sites can improve these services to enhance the ability of One-Stop centers to provide universal access to high-quality information.

Improve Labor Market Information

States and local sites can expand or improve the labor market information available to customers and enhance the systems through which such information is available. Three key themes guide the development of these new products: (1) the need to improve the *quality* and relevance of labor market information; and (2) the need to make this information easily *accessible*; and (3) the need to present this information so that it is *meaningful* in helping customers make good decisions.

America's Labor Market Information System (ALMIS) has developed national application products to support states and local areas in developing and delivering improved labor market information for customer use. These products include:

- *ALMIS DataBase System* (ALMIS DB), which is a centralized database available to states for the maintenance of labor market and occupational information.
- *Occupational Information System client/server version* (OIS c/s), which will be rewritten for use with the ALMIS DataBase System to enable users to search the ALMIS DataBase system by categories, such as occupation, industry, or training programs.
- *Long-Term Industry Projection System* (LTP), which provides labor market analysts with tools to develop industry projections.
- *Short-Term Forecasts*, which will consist of a hybrid data processing system that will enable labor market analysts to produce timely and comparable industry and occupational forecasts to guide job seekers looking for quick entry into the labor market.

- *The Occupational Employment Statistics* (OES) survey, which will fill a gap by providing accurate local wage data. The survey will produce valid mean and median earnings for over 800 occupations in over 500 sub-state areas.

Among the common categories of labor market information that One-Stop states and local sites can provide their customers are the following:

- Industrial and occupational growth patterns in the nation, state, or county.
- Unemployment rates and projected employment trends by region and by industry.
- Current and projected prevailing wages for specific occupational fields in select geographic areas.
- Employers in specific industries in the state and local areas.

Examples of Improving Labor Market Information

Example #1—Developing Integrated Labor Market Information Systems. Ohio is improving the quality of its labor market information by integrating systems so that customers can access the information they need through a single system, even though that information may be housed on several databases. The state is also developing new products. One, the "Micro-Occupational Information System," will permit customers to access integrated information about current and projected labor-market demand for different occupations and the related training resources for those occupations. This system is already popular among center customers. The State's Occupational Information Coordinating Committee is currently developing two self-help publications to provide customers with comprehensive labor market information; both products will be made available in paper and on-line in One-Stop centers throughout the state. **State of Ohio**

Example #2—Making Existing Information Locally Relevant. In Minnesota, six "Regional Analysts" inform the development of improved labor market information products and provide support to local staff who needed immediate answers to labor market information questions. The state also developed a new "Minnesota Salary Survey," designed to provide more accurate information about wages for occupations common in Minnesota. **State of Minnesota**

Provide Self-Access Assessment and Career-Planning Services

One-Stop centers can also make self-access assessment and career planning services available to individual customers. Such information can be provided through printed materials—such as guides to careers in specific fields and manuals that assist job-seekers in breaking into new careers. But recent technological advances mean that One-Stop centers can also make available a variety of automated and multi-media products as well—such as CD-driven interest or skill inventories, informational videos on career choices, computer programs to develop career-specific resumes, and structured linkages to additional resources available on the Internet.

Examples of Providing Self-Access Career-Planning Services

Example #1—Providing Several Career Planning Products. This center provides a variety of products that it encourages customers to use in concert: CareerSearch provides information about local businesses by name or industry; Job Analyzer provides information about specific occupations or occupational fields including skill requirements and projected growth; and Executive Advisor provides career assessment information to customers seeking to change careers. Staff work with customers individually and through workshops to ensure that they are making effective use of these services. **Springfield, Massachusetts**

Example #2—Providing Career Planning Videos. This center maintains a library of videos describing a wide range of career options. The library is housed in the resource area—videos must be "checked out" with the assistance of a staff-person. This provides an opportunity for staff to assist customers in using the videos in conjunction with the self-access assessment packages, such as Choices, that are also available in the resource room.
Lawrenceburg, Indiana

Provide Information about Education and Training Providers

Information about education and training providers and other community resources helps customers to make better choices among service options. One-Stop centers can include written materials—brochures, course catalogues, and applications for educational institutions—in One-Stop resource rooms.

Other approaches make this information available electronically. Centers can make databases available with information on training providers in particular occupational fields, for example by "bookmarking" the Web sites of local training providers on their Internet search engines.

Another approach is developing integrated systems that link career information databases to information about institutions that provide training. These systems are particularly well received by customers. Customers can use the career exploration software to select an occupational goal and then find out about providers of training in their selected occupations. Some systems also link customers to sources of financial support for training and other supportive services, such as child care or transportation assistance.

The One-Stop goals of increased accountability and customer choice can be furthered by systems that cross-reference descriptive information about training services—such as programs offered, schedules, and costs—and performance information—such as placement rates and student assessments. These systems permit customers to compare the performance of different educational programs and institutions providing training in the same fields or occupational skills.

Examples of Providing Information about Employment and Training Providers

Example #1—Developing Consumer Report Cards. Texas is developing a "consumer report card" system to standardize performance evaluations of education and training providers. Customers will be able to access this system directly and compare the performance of various institutions providing training in similar occupational fields. **State of Texas**

Example #2—Developing a Comprehensive Referral Network. Through Minnesota's Comprehensive Referral Network, customers can access information about a wide array of educational institutions' training programs, as well as information about other community and social services for which they might be eligible. **State of Minnesota**

Example #3—Providing a Resource Library for Customer Use. The Resource Library in the New London *Connecticut Works* Center offers customers a number of self-access services, with support from a resource librarian as needed. The Resource Library contains information on jobs, careers, and education and training providers. The Resource Library permits customers to check out a variety of printed literature and videos related to the job search for two to four days. **New London, Connecticut**

Provide Information about Available Jobs

Developing systems that provide customers with access to automated job listings via computers is an important strategy to improve self-access services. These automated systems generally provide access to several different databases, including America's Job Bank, state job banks, and a database containing local job listings. In addition, when these systems are linked via the Internet, customers can access alternative job listings—such as those compiled by professional associations. One-Stop centers serving large numbers of workers dislocated from a single industry may also find it useful to subscribe to electronic journals in industries where workers can apply their transferable skills.

When an employer posts a "suppressed" job listing, the name of the company and whom to contact cannot be directly accessed by job seekers. Instead, customers must contact center staff, who screen the job seekers before giving them contact information. To improve the efficiency of the labor exchange function and give job-seekers and employers more control over the process, a number of One-Stop centers encourage employers to post "unsuppressed" listings so that individual customers may follow-up on job openings independently. Employers can also post unsuppressed job listings directly with America's Job Bank.

Examples of Providing Information about Available Jobs

Example #1—Encouraging Employers to Provide "Unsuppressed" Job Information. Prior to the One-Stop initiative, all job listings in Massachusetts' public agencies were suppressed, requiring staff intervention before customers could apply for advertised available positions. Under the One-Stop system, Massachusetts' Career Centers still offer employers the option of suppressed listings, but encourage them to list unsuppressed job orders. **State of Massachusetts**

Provide Self-Access Training

Another strategy is to provide customers self-access training services using computer-assisted training packages. These services are particularly well-received by customers who require training in basic skills instruction (including ESL) and specific computer-related vocational skills—such as keyboarding or using specific software applications.

Example of Providing Self-Access Training

Example #1—Providing Computer-Assisted Instruction. The Baltimore Eastside One-Stop Center provides its customers with access to self-paced basic skills and GED instruction and a variety of keyboarding and software tutorials. All of these services are provided on each of ten computer terminals in the resource room. **Baltimore, Maryland**

Develop Other Self-Access Services

Using a national prototype developed by America's Labor Market Information System, electronic talent banks, where individual customers can post their resumes, are being made available through One-Stop centers as well as through remote access. After being pilot tested in nine states, America's Talent Bank is in the process of being implemented in all states.

Another self-access service that One-Stop centers can offer individual customers is the use of office support products and services, such as telephones, fax machines, word processing, and printing. These services enable individual customers to respond immediately to job leads they encounter when using other center services. Moreover, these services provide all customers with the opportunity to develop and print quality resumes, cover letters, and thank-you notes.

Examples of Providing other Self-Access Services

Example #1—Introducing America's Talent Bank. Connecticut, as one of three states piloting America's Talent Bank, offered this service to individual customers in its One-Stop centers as well as remotely through the ALMIS Web-site. The service is entirely self-directed, permitting customers to develop resumes on-line and register with the talent bank without assistance. The on-line resume-maker contained within the system is popular among local customers. However the system is new and has not been marketed to employers. Staff are eager to test the system's searching and matching capabilities once employers begin to use the system. **State of Connecticut**

Example #2—Offering Self-Certification of Typing Skills. The Resource Center in the Des Moines Workforce Development Center offers access to computers and software applications for resume development and testing/self-certification of typing skills. **Des Moines, Iowa**

Example #3—Offering Self-Access to Typing, Fax, and Telephone Services to Support Customer Job Search. Services available in the Career Service Center include access to free fax machines and telephones for contacting employers. **New London, Connecticut**

Strategy 2. Establish Customer Resource Areas

One-Stop centers can designate a specific area to house all self-access products and services—often referred to as a career information center or a career resources area. Clustering self-access services into a single area makes it easier for staff to orient customers to the self-access services and to assist them in using the services.

Although self-access services are designed so that customers can access them independently, customers often require some assistance, especially in learning to use automated systems. Even when customers are impressed with the quality and quantity of on-line information available to them, they can be reluctant to use services without some initial assistance. Assigning knowledgeable, well-trained individuals to staff the resource areas on a full-time basis can be critical to making self-access services effective. These staff, who function much like resource librarians, can be viewed as "enablers"—they do not deliver services in the traditional sense, but they enable customers to use services in ways that benefit them.

Customers confirm the importance of having knowledgeable staff in the resource rooms. For customers unfamiliar with technology, resource room staff help them gain confidence to use the products. For customers familiar with technology but not with job search strategies, resource room staff help them conduct more efficient searches. For customers who visit the center specifically to use the self-access technologies, knowledgeable resource staff can direct them to other services in the center in which they might be interested.

Although centers can introduce customers to self-access services during the general orientation, often customers do not know what questions to ask until they begin using the services. Thus, One-Stop centers also need to orient new customers to resource rooms. Approaches include: (1) group orientations or seminars specifically design to instruct customers in the use of self-access products; (2) hard copy or on-line tutorials that allow customers to learn only the applications they intend to use; (3) one-on-one orientations to new users by resource area staff.

Examples of Establishing Customer Resource Areas

Example #1—Staffing Resource Areas. In this center, all self-access services are grouped in a resource area and three staff provide customers with assistance. These staff also develop new processes, procedures, and workshops related to self-service technologies and make suggestions for changes that would better support customers using self-service technologies. These staff make themselves available by walking throughout the area to seek out customers who may be hesitant to ask for assistance. **Springfield, Massachusetts**

Example #2—Orienting Customers to Resource Area. The Minnesota Workforce Center-Anoka County developed an orientation to provide customers with the instruction and information they need to use the resource area effectively. The orientation includes a tour of the resource area and an introduction to the resources available on-line, in the library, and through other workshops or the Job Club. Center staff working in the resource area are also available to assist customers in using the self-access services. **Blaine, Minnesota**

Example #3—Developing a Comprehensive User's Guide. The Baltimore Career Center Network and the Baltimore Urban League Center jointly developed a manual describing the CareerNet system, and instructing customers in how to use it. The manual describes the various components of the CareerNet system, including: (1) the job search component, which provides access to America's Labor Exchange (ALEX); (2) the career exploration component, which assesses customers' interests and provides information about careers, educational opportunities and sources of financial aid; (3) the labor market information component, which provides information about the current job market as well as future employment projections; and (4) the special services component, which provides information about specific training programs and helps customers determine their eligibility for a variety of public sector employment and training programs. The manual also provides step-by-step instructions for first time users of the system on how to access the services provided through CareerNet. **Baltimore, Maryland**

Strategy 3: Provide Remote Access to Services

New technology provides many opportunities for remote access of One-Stop services. Two common approaches to providing remote access are: (1) installing stand-alone kiosks in strategic public locations throughout the service area; and (2) establishing the capacity for Internet access to select services. Both approaches enable customers to access these services at their own convenience.

Kiosks are stand-alone units that provide access to self directed services, such as local job listings and information on America's Job Bank (AJB). Generally, kiosks are placed in "high traffic" areas, such as shopping malls, grocery stores, and the offices of other social service agencies. In addition to making self-access services available in remote locations, kiosks can function as effective marketing devices by reaching additional potential customers.

However, the opinions of customers and workforce development staff on the effectiveness of kiosks are mixed. Local staff of workforce development agencies considering kiosks as a service delivery approach should be aware that they require considerable maintenance. First, because they are located in public areas, they may attract the attention of persons who may not use them for their intended purpose. As a result, some centers sites have discovered that the units have suffered more "wear and tear" in a shorter period of time than planners had anticipated. Second, when the kiosks are not linked to a central workforce development database, the information contained in their systems must be uploaded manually every few days. This may require considerable staff time.

A second approach to providing remote access is using local- or wide-area computer networks and/or offering access through the Internet. Customers can use their own computers or those available in remote locations to dial up the state or local Web sites and access on-line services. Examples of the types of information that can be put on-line include information about expanding industries in the state, job listings, training opportunities in the local area, and links to related Web sites maintained by other organizations.

Making information and services available on-line can dramatically improve the ability of One-Stop systems to reach individual customers and to develop relationships with partner agencies, organizations, schools, and community groups.

Examples of Providing Remote Access

Example #1—Providing Remote Access in Libraries. Connecticut developed a partnership with the state library system to support the establishment of "mini-career centers" in public libraries. The libraries' computers are linked to the Connecticut Works Web site so that customers can access the career information resources. An agreement was also being negotiated to establish Connecticut Works kiosks in local Department of Motor Vehicles offices. **State of Connecticut**

Example #2—Providing Remote Access through the Internet. The state of Maryland maintains a comprehensive Web site that provides access to job listings through America's Job Bank, the state job bank, and a variety of additional public and private sources for information about jobs throughout the state and the country. The state also provides a wealth of career planning and labor market information through the CareerNet system, which can be accessed remotely via computer and modem. **State of Maryland**

Example #3—Providing Remote Access through Kiosks. The state of Indiana has invested in kiosks to make career services available to customers who are living in rural areas and have limited access to their local career centers. The kiosks are placed in areas with heavy pedestrian traffic, such as shopping malls or large grocery stores. In the Lawrenceburg site, a kiosk is located just outside the door of the center in a hallway shared with the state's welfare agency. This way, the Workforce Development Center recruits significant numbers of customers of the welfare agency. **State of Indiana**

GOAL 4. PROVIDE GUIDED SERVICES TO CUSTOMERS NEEDING ASSISTANCE IN CHOOSING CAREERS AND FINDING EMPLOYMENT

Partners within One-Stop centers typically provide a second tier of services to assist job-seekers who needed more help than they can get through self-access services. Through second-tier guided services, staff help customers identify career goals and develop job search skills. Staff also facilitate job clubs to support customers during their job search. However, within local One-Stop centers, Wagner-Peyser staff and/or funds are not always used to support the delivery of second-tier services. As a result, many One-Stop centers face a substantial challenge in financing guided services for customers who are not eligible for categorical programs. Thus, One-Stop centers vary in the extent that these services are offered to the general public.

Strategy 1. Provide Guided Assessment and Career Counseling

One-Stop career centers often offer staff-assisted assessment and career counseling services in addition to the universal self-access assessment and career planning products available in One-Stop resource areas.

Several approaches can be used to make these services available to the general public. First, centers can make the same level of intensive assessment and career counseling available to all customers who need those services, regardless of program eligibility. Second, centers can provide some assessment and career planning services to all customers who need it, but reserve the more intensive services for those customers eligible for specific programs. Third, centers can provide in-depth assessment and career counseling services only to customers eligible for specific programs.

Examples of Providing Assessment and Career Counseling

Example #1—Providing Intensive Assessment Services to All Customers Who Need Them. In this state, all customers with substantial employment barriers are referred to educational needs assessment programs offered through the state's department of education. **State of Connecticut**

Example #2—Providing Different Levels of Assessment Service to Different Customers. In the Waukesha One-Stop Center, the local technical college—a key One-Stop partner—offers three different levels of assessment to different customer groups: (1) the general public, (2) JTPA and JOBS clients, and (3) at-risk youth, using a variety of funding streams. The assessment services are more intensive for customers of categorical programs than for the general public. **Pewaukee, Wisconsin**

Strategy 2: Conduct Workshops on Career Planning, Life Skills, and Job Search Skills

As a second-tier service, One-Stop centers can also offer group workshops on topics to help customers explore career options, select career goals, and learn how to search for jobs. Although some centers offer a comprehensive menu of group services for all customers, regardless of program eligibility, most centers offer only a few group workshops to the general public and reserve most of the workshops for customers eligible for specific programs.

Example of Offering Workshops

Example #1—Making Workshops Available to All Customers Who Need Them. The Minnesota Workforce Center–Anoka County offers a comprehensive menu of workshops and seminars on a wide variety of subject areas. These include workshops on: (1) "creative job search," which provides an overview of the emotional, attitudinal, and financial adjustments involved in employment transitions; (2) how to discover the "hidden job market;" (3) how job seekers can learn to identify and speak about their skills and accomplishments; (4) preparing resumes, cover letters, and follow-up letters; (5) matching job seekers' experiences and skills with those required by jobs; (6) interviewing techniques; and (7) alternative job search techniques. All workshops are jointly funded and staffed by the partners at the center and are open to the general public. **Blaine, Minnesota**

Example #2—Offering Workshops to All Customers Who Have Attended Center Orientation. At the New London *Connecticut Works* Center, all customers who have attended a center orientation session are eligible to attend a wide assortment of workshops and seminars provided on-site in the Center's conference rooms. Workshops and seminars offered at the Center include:

- Pre-Employment Skills Workshops
- Vocational Exploration
- Four-Day Job Search and Career Workshop
- Managing Job Loss Seminars
- Interviewing Techniques
- Advanced Interviewing Techniques
- Resume and Cover Letter Preparation
- Job Search for Persons over Forty: Overcoming Age Barriers

- Specialized Workshops (e.g., for engineers, computer technicians)
- Entrepreneurship Seminars
- Education Seminars and Fairs.

Many of these workshops were originally designed to be part of a comprehensive menu of services available to participants eligible for categorical programs as part of an individual training and reemployment plan. Currently, however, all of the workshops and seminars offered on-site are open to all customers, regardless of their eligibility for categorically funded services. **New London, Connecticut**

Example #3—Limiting Most Workshops to JTPA-Eligible Customers. A variety of short-term seminars and workshops are available at the Eastside Career Center in Baltimore. The Center is struggling with how to make these services available to the general public. Currently, only the resume preparation workshop is offered to the general public. A 10-hour "early intervention" workshop is offered to all profiled UI recipients. Because other workshops are provided by JTPA-funded staff, they are reserved for JTPA enrollees. Group workshops include Career Exploration, Resume Writing, Setting Goals for Success, Communicating to Get the Job You Want, Second Chance Workshop, Workplace Skills. **Baltimore, Maryland**

Strategy 3. Offer Other Staffed Services to Support Individual Job Search

In addition to providing job search information services through electronic information systems and One-Stop resources libraries and conducting group workshops on job-search topics, One-Stop centers may offer several types of staffed services to support customer job search. For most One-Stop centers, staffed job search support services include matching job seekers to available job listings and making job referrals to specific listings where the employer's identity is not made public as part of the job listing (i.e., "suppressed" job listings). Additional staffed services—often adapted from designs developed for basic readjustment services for dislocated workers—may include individual meetings with job search counselors who help job seekers prepare resumes and/or develop job search strategies. Staffed job search support services may also include providing clerical assistance to customers who want to prepare resumes and providing answering and message services for job seekers who need help enhancing their professional image during job search.

Job Clubs are another valuable second tier service. Job clubs that target customers who share similar professional interests or face common challenges are particularly popular among One-Stop customers. Even when centers cannot pay for staff to facilitate job clubs, they often encourage customers to develop their own informal job clubs and make space available for these groups to meet.

Examples of Providing Other Staffed Services to Support Individual Job Search

Example #1—Providing Assistance in Resume Preparation. The FutureWorks Career Center provides assistance in resume development to individual customers at no fee. **Springfield, Massachusetts**

Example #2—Offering Job Club to All One-Stop Center Customers. At the Eastside Career Center in Baltimore, Job Club is offered in two- and three-hour sessions, four days a week. Participants in the job club receive peer support and staff assistance in exploring occupations and identifying and pursuing job leads. A phone bank and newspapers are provided to support job search efforts and participants are given the opportunity to update their resumes. **Baltimore, Maryland**

Example #3—Offering Group Instruction in Job-Search Techniques to Individuals Eligible for Categorical Programs. The Arlington Career Center offers a series of highly-regarded subject-specific modular workshops of about two hours duration on such subjects as job hunting techniques, effective telephone contact, applications, resumes, interviewing skills and practice interviews. These workshops were originally designed to be part of a comprehensive menu of services available to JTPA participants as part of an individual education, training, or reemployment plan. JTPA-eligible individuals who are participating the services provided by another agency (e.g., JOBS or FSE&T) may also sign up to attend workshops at the Center. At the present time, some non-JTPA eligible customers are offered access to these workshops on a space available basis. Center staff are considering how to develop other funding streams, including the possibility of fee-for-service arrangements, to make enhanced job search support services available to the general public. **Arlington, Texas**

GOAL 5. PROVIDE MORE INTENSIVE TRAINING AND SUPPORTIVE SERVICES

The third tier of services consist of more intensive education, training, and supportive services. One-Stop centers can use three strategies to make more intensive services available to customers: (1) provide instruction on-site;

(2) financially support training services, through contracting with providers or providing tuition assistance; and

(3) help customers not eligible for categorical programs identify other training resources in the community and facilitate their access to these alternatives.

Strategy 1. Provide Training and Supportive Services On-Site

One-Stop centers can provide some training directly within the One-Stop centers. The advantages of this strategy are that centers can make services needed by many customers readily available and can tailor training to meet specific local needs. For example, centers serving a large number of customers who lack basic skills or who have not received high school diplomas can offer ABE/GED instruction on-site.

Similarly, centers in areas with large immigrant populations may offer ESL instruction on site.

Examples of Providing Training On-Site

Example #1—Providing a Variety of On-Site Training Options. To support its on-site skills and vocational instruction, the Arlington One-Stop Career Center has partnered with a wide range of agencies, training providers, and community based organizations. The Fort Worth Independent School District provides on-site ESL instruction; Tarrant County Junior College provides ABE/GED preparation; and the Goodwill Rehabilitation Center provides instruction in basic computer and clerical skills. Tuition for these services is provided by JTPA and other partner programs. **Arlington, Texas**

Example #2. Providing On-Site Computer Instruction. The FutureWorks Career Center offers a 15-hour on-site course in basic computer instruction to its customers. The course is designed to help new computer users in overcoming "technophobia" and learn to use the Windows-based operating system. The instructor is a full-time employee of the center. The course is offered to all customers, regardless of categorical program eligibility. **Springfield, Massachusetts**

Strategy 2. Financially Support Off-Site Training and Supportive Services

One-Stop centers can also fund training and supportive services for customers who are eligible for specific programs. In most One-Stop centers, JTPA Titles II and III provide the bulk of funding for specialized training services. In centers that include welfare-to-work programs, additional funds targeting welfare customers are also available. Centers in areas with declining industries due to international competition may have Trade Adjustment Assistance/Trade Readjustment Allowance (TAA/TRA) funds available. One-Stop centers that have developed partner relationships with a wide variety of other training and educational programs (e.g., vocational rehabilitation programs, community-based organizations) may be able to offer customers greater choice of training that can be financially supported by these agencies.

Examples of Financially Supporting Off-Site Training

Example #1—Making Training Available from a Wide Variety of Funding Streams. In the Waukesha County Workforce Development Center, nine agency partners jointly manage operations of the One-Stop center. As a result, customers of this center may receive training supports from a variety of sources. For example, customers can learn about career opportunities through the Non-Traditional Careers for Women program, the local community college, and the local YWCA. They can enroll in apprenticeship or training program offered by the community college, a local union, professional associations, and vocational schools. Funding for training and supportive services is coordinated by staff at the Workforce Development Center, where each of the partners has an on-site presence. **Pewaukee, Wisconsin**

Example #2—Using Vouchers to Promote Individual Management of Training Resources. The Eastside Career Center in Baltimore participated in the Career Management Accounts Demonstration to assess the effectiveness of vouchers in increasing customer choice. As a result, the center was moving to a system in which customers approved for training were issued vouchers. Additional state funds made it possible to test training vouchers for both Title III- and Title II-eligible customers.

Using vouchers, customers were able to choose among a number of approved public and private training vendors. They were required to research and develop their own training plans, and interview various training providers and at least two employers to ensure that they had adequate information before selecting a training provider. **Baltimore, Maryland**

Strategy 3. Help Customer Access Other Community Resources

Even where customers are not eligible for specific programs to support training or supportive services, One-Stop centers can link customers to information about training providers and other sources of support. As discussed above, centers can maintain libraries and databases that provide information about training providers and educational institutions, not only locally but throughout the state or region. In addition, centers can fund staff to help customers who are interested in these opportunities. These staff may provide one-on-one academic or professional counseling or hold group workshops in which customers learn about training opportunities in their fields of interest.

Recognizing that career-related counseling and information is only one aspect of service customers may need, many One-Stop Centers also emphasize the importance of developing strong referral arrangements to link customers with additional social, health, and supportive services provided by agencies not a part of the core One-Stop partnership. To facilitate these referral linkages, local sites may develop standard interagency memoranda of understanding that identify agency contacts and establish common criteria and procedures for making referrals, scheduling customer appointments, sharing information, and providing coordinated or joint-case management to customers served by more than one program or agency. In some cases, these partnerships are laying the groundwork for increasing coordination or integration around the One-Stop or other major initiatives, such as welfare reform.

Examples of Helping Customers Access Other Needed Resources

Example #1—Developing a Referral Network. The Indianapolis Eastside center has involved a wide array of partners in the planning and implementation of the One-Stop initiative. In addition to including a wide range of on-site partners, this center has well-developed referral linkage to many other agencies and related initiatives, such as the agencies responsible for school-to-work and welfare-to-work initiatives. This center tries to ensure that funds from as many difference sources as possible are available to support training and supportive services. **Indianapolis, Indiana**

Example #2—Developing On-Site Linkages with Health and Social Service Agencies. A nurse assistant funded by the Baltimore City Health Department has office hours at the Eastside Career Center once a week to provide blood pressure screening and assist Center customers with problems such a weight reduction or referrals for medical problems.

The center also paid for an on-site staff person to represent the local United Way's "Call for Help" program, which provides food, clothing, emergency services to homeless individuals, mental health counseling, and other supportive services. However cutbacks in the JTPA agency's budget forced the agency to eliminate the funding for this on-site position after May 1996. **Baltimore, Maryland**

GOAL 6. PROVIDE SPECIALIZED SERVICES FOR TARGETED POPULATIONS

Although providing universal access to services is a key theme of One-Stop systems, One-Stop centers can also develop customized services that meet the specific needs of special populations, such as veterans, individuals with disabilities, youth, older workers, and welfare recipients.

Strategy 1. Provide Services for Veterans

As a DOL-mandated partner, Veterans Employment and Training (VETS) programs typically provide on-site services in One-Stop centers. In addition, centers in areas near large military bases may coordinate with the Department of Defense to offer services to military personnel who are re-entering the civilian labor force. As part of the One-Stop system, Veterans' Employment Program representatives not only provide direct services to veterans and military personnel but also help them access the broader range of services available in the center.

The VETS programs funding regulations prohibit veterans' representatives from working with non-veteran customers. As a result, these representatives generally do not participate in the interagency teams that provide integrated services. However, some centers are finding innovative ways to ensure that veterans representatives do participate in center-wide planning and provide cross-training so that veterans' representatives become more familiar with all the center's services.

Examples of Providing Services for Veterans

Example #1—Providing Outreach to Veterans. As a part of the Transition Assistance Program (TAPS) for Veterans, the veterans' representative from this center offers a 2-day workshop every month for enlisted men and women at the U.S. Submarine Naval Base in Groton, Connecticut. The program is intended to help military service personnel manage stress related to job search during the transition to civilian employment. However, because these representatives are housed at One-Stop Centers, they can also serve as liaisons to the programs and services available on-site that might benefit military personnel. **New London, Connecticut**

Example #2—Providing Cross-Training to Veterans' Representatives. The veterans' representative at the Lawrenceburg One-Stop Center worked half-time for the VETS program and half time for the Employment Service. This permitted him to participate in center-wide strategic planning teams, as well as receive cross-training provided to all JTPA and ES staff. This representative reported that as a result of the cross-training, he was serving veterans better because of his improved knowledge of the services offered by other programs and community-based organizations at the center. **Lawrenceburg, Indiana**

Strategy 2. Provide Services for Individuals with Disabilities

To ensure access to career center services for customers with physical disabilities, centers can modify physical facilities so that they provide wheel-chair access and can accommodate special equipment, such as specially-equipped computer terminals for the visual impaired and telephones for the hearing impaired.

One-Stop systems can also encourage representatives of Vocational Rehabilitation programs to co-locate at One-Stop centers to increase the disability awareness of One-Stop staff and develop more intensive services for customers with special needs to supplement the services available to all customers. Integrating services between Vocational Rehabilitation and other One-Stop partners, however, is a more challenging task, requiring centers to resolve problems of confidentiality and devise ways to coordinate funding streams.

Examples of Providing Services for Individuals with Disabilities

Example #1—Developing Broad Local Partnerships to Support Services for Customers with Disabilities. By co-locating with a wide variety of human services agencies and community based organizations, the Workforce Center in Blaine, Minnesota, is able to offer its customers access to vocational rehabilitation services, as well as services offered by several other programs. Agencies also housed within the human services complex include Rise, Inc., which provides training and placement services in private industry for people with disabilities, and the Association for Retarded Citizens (ARC), which provides advocacy and supportive services to customers with developmental disabilities. **Blaine, Minnesota**

Example #2—Developing State-Level Partnerships. The MassJobs Council negotiated interagency agreements with both the Massachusetts Rehabilitation Commission and the Commission for the Blind to support services for customers of these programs in the state's One-Stop centers. As a result, Massachusetts One-Stop Centers are integrating services to special-needs customers into their service designs. **State of Massachusetts**

Example #3—Designing Facilities to Accommodate Customers with Disabilities. FutureWorks, as a new providers of services in Springfield, selected a service delivery location with the needs of its special needs customers in mind. The site is located on several major bus routes and is equipped with ramps and elevators. The office space is designed to accommodate special-needs customers, with ample aisle space and a large waiting area that will accommodate wheelchairs without inconveniencing other customers. In the self-access resource area, magnified computer screens are available for the visually impaired and high-volume speaker phones for the hearing impaired. **Springfield, Massachusetts**

Strategy 3. Provide Services for Youth

To improve services for youth, One-Stop centers can link with school-to-work initiatives and design services that specifically appeal to young people. Further, One-Stop centers can share their high-quality and locally-relevant labor market information with local schools to help young people seeking employment.

One-Stop centers can develop services for youth in a variety of ways. First, One-Stop centers can establish partnerships with local school districts to inform the development of a variety of career education services for students in grades K-12. Second, centers can establish relationships directly with school staff to develop services to supplement schools' existing career education resources or curricula. Third, centers can develop services designed to appeal to youth who are seeking information about jobs, internships, careers, or education and training opportunities.

In addition to providing a valuable service in the short-term, One-Stop centers can build their long-term customer-base; if One-Stop centers effectively serve students and young job-seekers today, these customer are likely to return for services at some point in the future.

Examples of Providing Services for Youth

Example #1—Coordinating with the School-to-Work Initiative. The Anoka County center worked with five school districts and other local partners in securing a $650,000 school-to-work grant. The early objective of center staff was to educate the education community about the quality and importance of services available at the center. Toward that end, the center is working to establish electronic linkages between the schools and the workforce development agencies, making high-quality labor market and career planning information available to all students to supplement their school-based career education courses. **Blaine, Minnesota**

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Example #2—Developing Self-Access Services that Appeal to Youth. The FutureWorks Career Center developed a sophisticated resource area that was very appealing to youth. Several youth customers who originally had come to the center to apply for specific jobs, had returned to explore the services in the resource room. **Springfield, Massachusetts**

Example #3—Participating in the Development of a Career-Education Curriculum for the Public Schools. The Workforce Development Center in Lawrenceburg, Indiana, is working with teachers to enhance the career education curriculum in grades eight and nine, and has developed structured opportunities for students to visit the center on a regular basis throughout their high school and post-secondary school careers. **Lawrenceburg, Indiana**

Example #4—Developing Community Linkages. The Indianapolis Eastside Career Center has developed linkages with a wide range of community partners, including the Job Corps program. These linkages enable One-Stop center staff to refer young One-Stop customers who are eligible and would benefit from such services to the program. **Indianapolis, Indiana**

Example #5—Developing On-Site Programs for Youth. At the Waukesha County Workforce Development Center, local partners recently designed an evening workshop on career planning for students and their parents. Called "Parents-as-Partners," this workshop has received high praise, and there are currently waiting lists to attend future sessions. **Pewaukee, Wisconsin**

Strategy 4. Provide Services for Older Workers

Older job-seekers are another groups that may need specialized services. One-Stop centers can use three approaches to developing these services.

First, One-Stop centers can encourage Title V program staff to co-locate at One-Stop centers to ensure that older workers will have access to One-Stop services. Because many customers have worked with their Title V representatives outside of the

One-Stop environment, housing the Title V program in One-Stop Centers provides customers with a sense of continuity in services.

Second, One-Stop centers can use Title V participants as "trainees" or customer service aides assigned to work experience positions within the One-Stop centers. Older worker program participants placed in One-Stop centers can assist customers in accessing services in the resource rooms or in registering on the automated systems. One-Stop centers often find that using senior citizens to assist One-Stop customers with new technology-based products helps customers overcome their fear of using computers.

Third, centers can design workshops or seminars tailored to the needs of older workers. For example, one site developed a workshop entitled "Turning Your Volunteer Activities into a Job," which was designed to help seniors identify the skills they used in their daily unpaid activities and market those skills to potential employers. Job clubs are also very popular among seniors.

Examples of Providing Services for Older Workers

Example #1—Outstationing Title V Staff in a One-Stop Center. The Creston One Stop Center serves a large number of older workers eligible for Title V services. The director of the Title V agency was involved in the planning for the One-Stop initiative and the center provides office space for an outstationed representative of that agency several times per week. **Creston, Iowa**

Example #2—Using Title V Participants to Provide Services. The Lawrenceburg center has a trained Title V participant to help customers with the electronic intake during busy hours. The response of older customers, as well as other customers unfamiliar with computer technology, has been very positive. **Lawrenceburg, Indiana**

Example #3—Providing a Job Club for Older Workers. This center sponsors a job club for older customers who are changing careers. Staff identified a number of barriers that this group of job seekers face and developed strategies to assist these customers in overcoming them. This club is facilitated by center staff and has been extremely popular among older customers. The service is currently provided free-of-charge to all interested customers. **Springfield, Massachusetts**

Strategy 5. Provide Services for Customers Making the Transition from Welfare to Work

One-Stop centers can play an active role in planning and implementing welfare-to-work efforts in their states and local areas. Coordination is easier in areas where the agencies responsible for ES and UI are also responsible for welfare-to-work programs. Nonetheless, state-level agreements among different agencies often facilitate cooperation between workforce development and welfare-to-work agencies. Further, local sites can forge their own local-level agreements.

Many welfare recipients can benefit from the services already available in One-Stop centers. In addition, centers can develop new services aimed at removing welfare customers' barriers to employment. These services include providing publications or printed materials designed for customers transitioning into paid employment, offering customized workshops or seminars, providing more intensive case-management and follow-up services, and arranging for more extensive supportive services.

Examples of Providing Services for Welfare Recipients

Example #1—Providing Child Care for Customers. The Waukesha Workforce Development Center is a multi-agency facility whose services are designed to help a broad range of job seekers secure steady employment. Recognizing that child care is a barrier to many job-seekers, the center has contracted with the local YWCA to provide on-site child care for all customers for up to 2.5 hours at a time. Although all customers may use this service, staff recognize that it is welfare customers who most benefit from this service. **Pewaukee, Wisconsin**

Example #2—Providing An Orientation for Welfare Recipients. This center offers an orientation specifically designed to help welfare customers transition into full- or part-time employment. Although the orientation is open to all customers, it places more emphasis on issues of self-esteem and overcoming fundamental barriers (e.g., finding clothing for an interview) than does the main orientation. The center is also developing a series of workshops to assist welfare-to-work customers in achieving self-sufficiency. **Springfield, Massachusetts**

Example #3—Helping Customers Avoid Welfare Dependency. The Columbia One-Stop center worked with a broad coalition of social service organizations and community based organizations to develop a local welfare-to-work initiative intended to prevent individuals from needing welfare programs at all. This program, Jobs First, is rooted in a commitment to provide high-quality intensive services from the day customers register for services, thereby preventing these individuals from "falling through the cracks." **Columbia, Maryland**

Example #4—Helping Non-Custodial Parents. The Minnesota Workforce Center–Anoka County developed a program to help unemployed or underemployed non-custodial parents find gainful employment that will enable them to fulfill their child-support obligations. This program, called the Minnesota Parents' Fair Share program, is intended to support families, not just individuals, in their efforts to become self-sufficient. **Blaine, Minnesota**

RESOURCES

EXAMPLES OF PROVIDING A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF INDIVIDUAL CUSTOMERS

Attachment 9-A. "*FutureWorks* Job Seeker Flowchart" Depicting Job-Seeker Services Available at the *FutureWorks* Career Center in Springfield, Massachusetts.

The chart illustrates the sequenced services that customers may access at the *FutureWorks* Center, and indicates which services are "core" services (available to all customers free-of-charge), and which are "enhanced" services (available free-of charge to customers eligible for categorical programs and on a fee-for-service basis to non-eligible customers).

Attachment 9-B. "Participant Activity Sequence" —Flowchart Identifying Service Options for Individual Customers in Tarrant County, Texas.

The chart illustrates both the process by which customers access services, and identifies the services available in the three service tiers—self-services options, group service options, and individualized service options.

Attachment 9-C. "Workforce Development Center Customers Options"—Chart Identifying Services Available to Individual Customers of the Waukesha Workforce Development Center in Pewaukee, Wisconsin.

The chart identifies the workforce development services provided through the Waukesha Center, as well as the comprehensive services provided by the various partner agencies co-located in the Center, including child-care, healthy start, food stamps, and a wide range of additional supportive services.

Attachment 9-D. "Customer Services"—Descriptions of Individual Services provided through the Baltimore One-Stop Network in Baltimore, Maryland.

Informational materials describing four types of customers services—Job Club, EXCEL (GED) Preparation, the CareerNet electronic information system, and Career Management Accounts—have been reproduced.

Attachment 9-E. "Welcome to the Minnesota Workforce Center"—Description of Services Available Free-of-Charge to Customers of the Anoka County Workforce Development Center in Minnesota.

These general informational materials available to customers on-site. We have also included a more detailed description of the various Job Search Workshops offered through the Anoka County Center as an example of descriptions of specific services.

Attachment 9-F. "Welcome to Gulf Coast Careers"—Informational Materials Describing the Services Available to Customers of the One-Stop Center in Lake Jackson, Texas.

These materials describe the services that comprise the three service tiers—self-services, assisted services, and personalized services.

EXAMPLES OF MAKING SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS

Attachment 9-G. "The Art and Science of Finding a Job"—The State of Indiana's Self-Access Job-Search Training Manual

The state has developed this manual to assist customers in planning and implementing their job search strategies using the resources available in the One-Stop centers throughout the state. We have reproduced the Table of Contents.

Attachment 9-H. "CareerNet User Guide"—The Self-Access Training Manual to the CareerNet System in Maryland.

This document was produced jointly by the Baltimore Career Center Network and the Baltimore Urban League Center to provide self-access training to customers on the state's automated career information system.

Attachment 9-I. "The Future is Yours"—*FutureWorks*' Career Center's "Job Search Tip" Flyers.

The *FutureWorks* Career Center in Springfield, Massachusetts maintains a variety of informational materials designed to introduce customers to the Center's services, and encourages customers to take the "Tip" flyers with them. These are written by *FutureWorks* staff based customer requests. They are available in Spanish and in English. We have reproduced two examples: "The Art of the Interview;" and "The Art of Salary Negotiation."

Attachment 9-J. "Iowa PCLMI System"—Description of Contents of Iowa's PC-based Automated Labor Market Information System.

The state has invested heavily in the development of this product intended for use by customers on a self-access basis, as well as by staff as they assist customers in developing individualized career actions plans.

Attachment 9-K. "Creative Job Search Shines Among Thousands of Job-related Web Sites"—Review Article Describing Minnesota's On-Line Job-Search Training Resources.

The articles references the job search resources accessible through the State's Web site. The article was published in *Connecting*, the state's One-Stop Newsletter.

EXAMPLES OF PROVIDING GUIDED SERVICES TO CUSTOMERS NEEDING ASSISTANCE IN CHOOSING CAREER AND FINDING EMPLOYMENT

Attachment 9-L. "CareerPoint September Workshops"—Monthly Calendar

CareerPoint's bi-lingual calendar informs customers of pre-scheduled group services available at CareerPoint, one of two One-Stop Career Centers serving customers in the Springfield metropolitan area in Massachusetts.

EXAMPLES OF PROVIDING SPECIALIZED SERVICES FOR TARGETED POPULATIONS

Attachment 9-M. Flyer and "Admission Ticket" for the Youth Job Search Workshop Entitled, "Job Express," Offered in the Lawrenceburg Network of Career Centers, Southeastern, Indiana.

This workshop is one of several ways staff in the Lawrenceburg Network are attempting to provide services to youth in the area.

Attachment 9-N. Description of the Des Moines Workforce Development Center's "Workforce for Teens" Project.

This project represents the efforts of Des Moines workforce development staff to attract young people to the One-Stop Centers. We have reproduced the table of contents from the information guide that accompanies the project entitled, "Job Hunting Know-How for Beginners."

Attachment 9-O. "State Services for the Blind in a One-Stop Shop"—Description of One-Stop Services Available to Visually Impaired Customers in Anoka County, Minnesota.

This document describes the plan for providing services to visually impaired customers at the Minnesota Workforce Center–Anoka County. The agencies and partners responsible for planning and delivering services and their roles are described in this two page guide.

10. PROVIDING TRANSFORMED ONE-STOP SERVICES TO EMPLOYERS

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10. PROVIDING TRANSFORMED ONE-STOP SERVICES TO EMPLOYERS

INTRODUCTION

The success of local One-Stop systems will depend on whether they can help employers find qualified workers, job seekers prepare to enter high-quality jobs with career potential, and workers enhance their skills on an ongoing basis to match the rapidly changing skills required in the workplace. Both employers and job seekers face new challenges in the global economy as a result of rapid changes in work-place technology and the skills required of workers. In an expanding economy in which local unemployment rates often hover between three and five percent—down from eight to ten percent a decade ago—One-Stop systems must pay careful attention to current and projected employer needs if they are to succeed in balancing the needs of employer and job-seeker customers.

Many firms require high-quality affordable services to help them recruit, screen, select, and train qualified workers for new job openings. Over the last decade, a number of firms have reduced their internal capacity to conduct staff hiring and training by trimming staff from their human resources divisions. As a result, many firms have begun turning to labor-market intermediaries for a variety of staffing-related services—including help in recruiting, screening, and training new staff.

Employers are also seeking help in training incumbent workers for evolving job responsibilities in the rapidly changing workplace. Increasingly, employers are encouraging or requiring current employees to upgrade their skills over time to keep up with changing workplace demands. They are looking for assistance from public and private training providers to provide customized training to members of their current workforce.

An important objective of One-Stop systems is to promote local economic growth and vitality by making it easier for employers to meet their hiring and staff development needs. However, to succeed in marketing their services to employers, One-Stop partners often have to overcome widespread employer dissatisfaction with previous public sector labor exchange and training programs.[1] Many employers have expressed frustration with public-sector workforce development agencies, complaining that staff were unresponsive to their needs and that the services were confusing and duplicative, required excessive paperwork, and resulted in the referral of inappropriate job applicants.

One-Stop systems have taken on the challenge of changing employers' low opinions of public workforce development services. To make employer services more valuable to employers, One-Stop systems are planning to redesign "core" labor exchange services for employers. They have also begun developing a number of "enhanced" employer services—including management assistance, intensive recruitment and applicant screening for large-scale hiring efforts, and customized training for incumbent workers.

To improve employer services, One-Stop systems need to address several goals:

- Redefine the employer as a core customer of the public workforce development system.
- Provide simplified access to an integrated menu of employer services.
- Link employers to high-quality information that is responsive to their needs and interests.
- Improve the quality of labor exchange services for employers.
- Offer enhanced employer services on a fee-for-service basis (and free of charge to firms that qualify for special assistance).

In addressing these goals, One-Stop systems need to involve employers in the process of redesigning employer services, including both the minority of employers who are already customers of public workforce development services and the majority of employers who are unaware of these services or are disengaged from the system. Employer involvement will help ensure that the system changes are relevant to employers needs. Involving employers in the redesign process also provides the opportunity to inform all employers about the potential benefits of participating in One-Stop services.

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[1] One-Stop planners in one large metropolitan area that conducted a survey of local employers found that only about 10% of area employers used the public labor exchange system. Furthermore, most employers that listed hourly jobs with public workforce development services did not consider public sector services when seeking individuals to fill salaried positions.

GOALS AND STRATEGIES TO TRANSFORM SERVICES FOR EMPLOYERS

Goal 1. Redefine The Employer As A Core Customer of The Workforce Development System

Most One-Stop centers find that they need to redesign their basic employer services—even core services that are available free of charge—to attract a larger share of the employer market. To convince a wide range of employers to use One-Stop services, centers need to convince local employers that they will receive services that compare favorably with the fee-based services available from private labor market intermediaries in terms of customization to individual employer needs, quality, timeliness and effectiveness of services.

One of the keys to getting many employers to try the services available from One-Stop centers is to convince employers that they are important and valued customers of the public workforce development system and that One-Stop services have been designed with their needs in mind. Three strategies can be useful in accomplishing that goal: (1) ensure that One-Stop partners understand the needs and interests of current and potential employer customers; (2) ensure that One-Stop staff are prepared to offer employer-friendly services; and (3) ensure that One-Stop facilities are attractive to employer customers. Employer involvement in shaping new service designs will also help employers "buy-in" to the redesigned One-Stop service system.

Strategy 1. Ensure that One-Stop Systems Understand the Needs of Employer Customers

One-Stop centers can use a variety of methods to gain a better understanding of employers' needs. One approach is to gather information from employers already using their services. Many One-Stop centers survey their current employer customers about the employers' business practices and requirements. The purpose of such surveys are to (a) ascertain current employers' labor-exchange needs, (b) assess their opinion of the ability of the public sector system to satisfy those needs, and (c) obtain their suggestions about how to improve services offered to employers.

One-Stop centers can also engage employers in discussions about their service needs and interests through a variety of mechanisms, such as:

- Holding "open houses" at the new One-Stop centers. Such open houses not only orient employers to existing services at the center, they also provide an opportunity to solicit employer input on how to reshape employer services.
- Establishing an ongoing employer advisory committee, which can provide employer feedback on a regular basis.

In addition, One Stop centers may want to reach out to new employers not currently using the public workforce development system. Employers unaccustomed to using the public labor exchange system are typically small- or medium-sized, technology-based, and either in need of skilled technicians and middle managers or part-time or temporary employees. One-Stop centers may also find that the growing number of private labor market intermediaries—including "head-hunter" firms, outplacement firms, and firms leasing temporary or permanent contract workers—are potential One-Stop employer customers, especially for automated systems that provide information about and access to job seekers and firms seeking new workers.

Reaching out to these additional employers requires a proactive approach of contacting new employers to learn about their hiring and workforce development requirements. For example, One-Stop employer-customer service representatives can visit new employers to become more familiar with the specific detailed operations and hiring needs of those employers and then develop services that would satisfy the requirements of those firms. At the same time, customer service representatives need to recognize that many employers' human resources staff may not be able to spend a lot of time with One-Stop system representatives. Thus, center staff need to learn how to make their contacts with employers concise and to the point.

Examples of Learning about Employers' Needs

Example #1—Conducting Surveys of Local Employers. The Indianapolis Private Industry Council commissioned a private firm to survey how local employers perceived the public workforce development system. The survey showed that a large group of employers did not currently use the public labor-exchange system and demonstrated the need for redesigned employer services. Employers indicated that they needed a quicker response to job orders listed by employers and wanted a single contact person or customer service representative assigned to each firm. **Indianapolis, Indiana**

Example #2—Conducting Focus Groups of Employers. In Maryland, a state-level Employer Access Workgroup conducted 18 "employer dialogues" with 400 employers to assess the ability of the state's workforce development system to meet employers' requirements. One result was the development of a plan for a distinct "employer access cluster," which will allow employers to dial up a bulletin board containing information designed for them on labor market trends, descriptions of job-seekers, and other program information useful to businesses. **State of Maryland**

Example #3—Holding a Community Forum. The Toledo area One-Stop system, in conjunction with its administrative entity, held a community-wide forum for employers and individual customers on how to improve One-Stop system services. The local Chamber of Commerce also sponsored "employer after hours" sessions periodically to continue the dialogue about improving One-Stop services for employers. **Bowling Green, Ohio**

Example #4—Establishing an Employer Advisory Committee. At this center, the Employer Advisory Committee, which meets on a quarterly basis, provided a structured forum for employer input and feedback. As a result of the employer needs expressed by members of this advisory committee, the center undertook several new activities, including sponsoring employer seminars on topics of significant interest (e.g., the current labor shortage and workforce diversity) and acting as a liaison between businesses and schools to identify individuals interested in apprenticeship positions. **Pewaukee, Wisconsin**

Example #5—Actively Recruiting New Employers. At this center, staff reached out to new employers on an individual basis. Instead of waiting for employers to come to the center, center staff regularly read the business section of local newspapers and actively searched out new employers. The staff in Connecticut's Business Services Units also assign case managers to large regional employers to ascertain their needs and provide individualized services. **New London, Connecticut**

Strategy 2. Ensure that One-Stop Career Center Staff Can Offer Employer-Friendly Services

A major barrier for One-Stop systems to overcome is the common employer perception that public workforce development services are mired in paperwork and bureaucracy and that staff do not care about meeting employers' needs in a timely and efficient way.

To improve the responsiveness of their staff and procedures, One-Stop centers can:

- Create a "work culture" that emphasizes the importance of customer service and customer satisfaction for employer services.
- Involve One-Stop agency partners experienced in providing individualized services to employers, particularly economic development agencies. These agencies can be included in a variety of roles, as either on-site or off-site partners.
- Hire staff with private sector experience to fill key positions. The objective of this strategy is to ensure that staff understand employer requirements and are motivated to make employers feel like valued customers.

Examples of Ensuring Staff Can Offer Employer-Friendly Services

Example #1—Improving Staff's Customer Service Skills. In Connecticut, state trainers have improved One-Stop customer services by holding multiple rounds of training on three basic customer service skills: (1) telephone skills; (2) basic communication skills, including active listening and problem solving; and (3) skills specifically related to One-Stop services. **State of Connecticut**

Example #2—Including Economic Development Agencies as Key Partners. In this center, the participation of the local economic development corporation as a key One-Stop partner enhanced the center's legitimacy and credibility with area employers. The center carefully cultivated its image within the business community as a place that employers can go to get their needs met. **Pewaukee, Wisconsin**

Example #3—Establishing Referral Linkages with Economic Development Agencies. Strong referral and service-coordination linkages with the local economic development agency and the community college's customized training department improved the capacity of this One-Stop center to address employers' needs for more intensive services. These off-site partners offered a wide range of employer services, including business planning, business counseling, employer seminars, customized training, and relocation information and assistance. **Columbia, Maryland**

Example #4—Hiring Staff with Private Sector Experience. Most of the ten employer services staff at this center were selected because of their experience in the private sector or in working with employers. **Springfield, Massachusetts**

Strategy 3. Ensure that One-Stop Facilities are Attractive And Business-Like in Appearance

Making the One-Stop facility inviting and professional-looking is an important asset in attracting employers as customers. Particularly attractive to business representatives are centers with sufficient space for interviewing and screening job candidates, ample parking space, and prominently displayed signs advertising the location of the center.

Examples of Making Facilities Attractive to Employers

Example #1—Locating One-Stop Centers in Attractive Facilities. Prior to the One-Stop initiative, some of the partners in this site were housed in a commercial space that provided little privacy for employer customers. When the partners relocated, they sought a facility that would be appropriate for employers to conduct job interviews. They also invested in modern furniture and other aesthetic features to ensure that the center was inviting and business-like in appearance. **Lawrenceburg, Indiana**

Example #2—Providing a Separate Employer Reception Area. As a physical reflection of the fact that both job-seekers and employers are core customers, this center created two main entrances—one for employers and one for individual customers. The partners wanted to make each type of customer feel that the center was designed "for them." The business services reception area is staffed by an employee of the Economic Development Corporation; the individual customer reception area is staffed by a Job Service employee. Neither entrance looks like the "back" of the building. **Pewaukee, Wisconsin**

GOAL 2. PROVIDE SIMPLIFIED ACCESS TO AN INTEGRATED MENU OF EMPLOYER SERVICES

"Too often you could never get anyone to answer your phone calls; but, on the other hand, you were bombarded with requests for employment and information by a number of organizations and agencies—often different offices or staff from the same agency."

As illustrated by the quotation above, prior to the One-Stop initiative, employers often complained that the services offered by public workforce development agencies were uncoordinated and unresponsive, resulting in duplication and wastefulness. To improve employer services, One-Stop centers need to create a simplified and coordinated system by which employers can access the services or information they need. Specifically, employers need a unified way to list job openings and get job referrals and a single place to go to get information critical to the success or expansion of their businesses.

To create such a system, One Stop centers can: (1) develop a unified One-Stop plan for the delivery of services to the business community, (2) coordinate the service delivery roles of the various One-Stop partners, and (3) develop a unified marketing approach to inform employers about the services available to them through the One-Stop system.

Strategy 1. Plan a Unified Employer Service Approach

Using inter-agency work groups, consisting of staff from many One-Stop partners, can be an effective tool in planning a unified approach for the design and delivery of employer services. These committees are typically made up of representatives of key One-Stop partner agencies (e.g., JTPA, ES, UI, welfare-to-work, vocational rehabilitation, community colleges) as well as business associations and interested local employers. These inter-agency teams can plan an integrated menu of employer services, particularly in local sites where a number of different agencies are co-located within One-Stop centers.

One-Stop systems can also coordinate their planning for employer services by involving private industry in the school-to-work and welfare-to-work initiatives. Particularly in local economies with tight labor markets and labor shortages, One-Stop partners often find it to their advantage to take a "big picture" approach to workforce preparation and to encourage employer involvement in the design of services to enhance the skills of future labor market entrants. In this economic context, enhancing the skills of future job seekers is often viewed as a high priority by employers. Teaching employers how to make effective use of workers drawn from an applicant pool made up of a large number of new labor market entrants—youths and welfare recipients—is viewed as a high priority by public sector planners.

Although inter-agency work groups can be established at the state level, those formed at the regional, local, or career-center level are generally better able to respond to the concerns of the local employer community.

Examples of Planning a Unified Approach to Employer Services

Example #1—Forming a Local Inter-Agency Work Group. At this center, an "Integrated Services to Employers Steering Committee," comprising representatives from nine local partner agencies, was charged with designing a local One-Stop menu of services for employers. This committee was also responsible for soliciting input from a separate employer advisory committee about ways to expand or improve employer services. **Pewaukee, Wisconsin**

Example #2—Forming Regional Inter-Agency Work Groups. In Connecticut, "business services units" have been established in all nine regions of the state. These regional units—staffed by individuals from the state agency responsible for overseeing JTPA, ES, and UI services—have forged close alliances with the state agency responsible for economic and community development and the local boards responsible for overseeing JTPA services. Through their inter-agency alliances, the business services units hope to become regional brokers of One-Stop services for businesses—offering a range of services directly as well as facilitating employer linkages with other relevant agencies and organizations. Regional employer service specialists support the delivery of a well-developed menu of employer services across all local One-Stop centers within the region. **State of Connecticut**

Example #3—Coordinating Planning with the School-to-Work Initiative. In this rural community, where the labor market is tight and employers have difficulty finding qualified workers, local employers encouraged the One-Stop center to establish closer linkages with the school-to-work initiative to increase the pool of job applicants available to employers. As a result, the center developed several linkages between One-Stop and the schools, including establishing ways for students to use the career and labor market information resources available in One-Stop centers and developing job search workshops targeted to high school students. **Lawrenceburg, Indiana**

Example #4—Coordinating Multi-Agency Marketing. The Baltimore One-Stop centers coordinate marketing activities in conjunction with Employ Baltimore, a city-wide campaign to support local businesses and encourage employers to hire city residents. The city and other partners involved in the initiative have closely coordinated through the local One-Stop network, the service-delivery vehicle through which Employ Baltimore is to be implemented. To unify employer marketing efforts, cross-agency teams have developed protocols that staff from multiple agencies will use to enhance the coordination of their efforts. **Baltimore, Maryland**

Strategy 2. Coordinate the Delivery of Employer Services

The next step is to develop a consolidated menu of employer services. Often One-Stop centers move toward a more integrated system for delivering employer services over time, using several different service delivery approaches. Even when full integration is not immediately attainable, employers can benefit by greater coordination of employer services.

Several approaches to enhanced coordination are possible. One approach is to have a lead One-Stop agency "broker" employer services by providing information to employers about the services provided by all One-Stop partners and facilitating employer referrals among these partners.

A second approach is for agencies to share information about employers—such as the history of employer contacts made by various One-Stop partners or whether a firm already has a "customer service representative" assigned by one of the partners. The development of a shared database with information on the hiring requirements of all active employer job listings can be a very effective mechanism to improve the timeliness and efficiency of applicant referrals.

A third approach is to assign specific service delivery roles to different partner agencies to take advantage of the specialized skills of each agency's staff. For example, the ES might provide all the labor information services while the economic development agency might provide unified referrals to business services.

Yet another approach is for One-Stop partners to develop "shared" or consolidated employer services that are provided by staff from multiple partners. Employers tended to respond very positively to evidence of coordination and resource-sharing among public agencies. Examples of shared or consolidated employer services include:

- An integrated interagency case management team for employers, with one liaison or case manager assigned to each employer.
- Integrated post-employment follow-on services to employers who hire One-Stop customers.
- The development of a single One-Stop employer resource center that offers employers information about hiring laws and rules and best practices in recruiting, screening, and hiring new employees, and provides referral sources for management assistance and worker training.

Examples of Coordinating Delivery of Employer Services

Example #1—Brokering Employer Services. JTPA, ES, and UI staff located at this One-Stop career center attempted to broker the diverse services for employers offered by all key One-Stop partners. In particular, One-Stop career center staff informally coordinated agency contacts with local employers. They also worked to increase employer awareness of the enhanced business services available from the continuing education center of the local community college and from the business resource center, which is operated at a separate location by the local economic development authority. Enhanced business services available from the employer resource center include business planning, business counseling, employer seminars, and relocation information and assistance. **Columbia, Maryland**

Example #2—Specializing the Services Provided by Different Agencies. In this center, partners specialized in different employer service functions. The ES and technical college placement service provided labor market information and labor exchange services; the technical college's Center for

Business and Industry offered customized training and assistance with business expansion or relocation; and the local economic development corporation helped link businesses to various forms of financial support. **Pewaukee, Wisconsin**

Example #3—Sharing Employer Services. At this center, four different public One-Stop agencies, several community-based organizations, and JTPA service-provider organizations jointly sponsored job fairs. Staff attributed the high level of employer participation in these events at least partly to the high level of inter-agency cooperation among center partners. **New London, Connecticut**

Strategy 3. Inform Employers about the Range of Services Available from One-Stop Partners

To be successful in coordinating the delivery of employer services, One-Stop centers need to make sure that employers are aware of the range of services available to them through the One-Stop system. To meet this need, One-Stop states and local sites can develop a variety of consolidated marketing, information, and referral mechanisms, including the following:

- *A statewide employer-oriented marketing brochure* that both explains efforts to transform employment and training services throughout the state and markets these new services to employers who have not frequently used public services prior to One-Stop.
- *A marketing videotape targeted to employers* with information about all the services available to employers from the One-Stop system.
- *An on-line bulletin board service* that provides automated descriptions of employer services available from various One-Stop partners.
- *A "calendar of events" on the state or local One-Stop system's Web site* oriented to employers.
- *An extensive face-to-face orientation for employers* who are visiting One-Stop centers for the first time.

Examples of Informing Employers about Services

Example #1—Establishing a Web Site for Employers. The One-Stop network, the umbrella organization for the seven career centers in Tarrant County, developed a Web site with electronic linkages to employer resources both within and outside of the Texas Workforce Commission. Employers can access a wide variety of information about training opportunities, support for business development job fairs, as well as information about the One-Stop career centers in Tarrant County. **Arlington, Texas**

Example #2—Conducting Customized Orientations for Employers. This center provides employers with a customized information session to introduce them to the services available through the center. The session is particularly targeted to employers that are new to the area or have not used the public employment services before. **Blaine, Minnesota**

Example #3—Developing a Video for Employers. In addition to the employer-oriented video developed by the state, a One-Stop center in Boston developed its own video for employer customers. This video features a virtual "tour" of the center, during which individual career center staff describe the services they provide on-site. **State of Massachusetts**

GOAL 3. LINKING EMPLOYERS TO HIGH-QUALITY INFORMATION

Businesses need access to a wide range of information about labor markets, workforce characteristics, and local communities to make sound decisions about initial business formation, the location of business facilities, and strategies to use for promoting business growth and expansion. This information has traditionally been provided by state workforce development agencies in the form of periodic published reports and statistical abstracts. Some employers have criticized published data for being out-of-date by the time it becomes available, as well as for not being sensitive enough to regional and local variations within a state.

Improved technology for collecting, retrieving, and sharing information has made it possible for One-Stop systems to redesign the ways that information is provided to local businesses. Overall, these changes are intended to:

- Be responsive to employers' information needs and interests.
- Coordinate and unify the delivery of high-quality information relevant to business needs.
- Improve the timeliness and accuracy of the information, and allow employers to extract information at the level of aggregation relevant to their needs (e.g., state, locality, or census tract).
- Expand the types of information available to employers through One-Stop centers.

Different strategies can be used to provide employers with high-quality information on (1) labor markets, (2) education and training resources, (3) government regulations and programs, and (4) business management issues and assistance.

Strategy 1. Improve Labor Market Information

Accurate labor market information is essential for business planning and forecasting. Increasingly, labor market information can be offered through a variety of flexible formats, including user-friendly electronic databases from which employers can retrieve the particular information they want. Dial-up electronic bulletin boards or Internet Web sites permit employers to view and retrieve a wide range of information on occupation and industry trends, employment levels, characteristics of job seekers, and features of local communities.

In addition, One-Stop centers can use a variety of other formats to provide information to the business community, including:

- Seminars for employers on local labor market trends and strategies for success.
- Staff to act as "labor market analysts," providing individualized consultations on labor market conditions for individuals or groups of business representatives.
- Detailed reports on the education and demographics of the resident labor force in specific local areas, designed for use by businesses considering relocation or expansion in the area.

Examples of Improving Labor Market Information

Example #1—Making Labor Market Resources Available On-Line. Maryland designed its CareerNet Web site so that employers can directly access a wide variety of information such as labor force data, information on current job seekers, and wage surveys. This Web site also provide links to resource guides and other agencies offering labor market information designed for employers, such as the Maryland Business Information Network. **State of Maryland**

Example #2—Hiring Labor Market Analysts. Using its One-Stop implementation grant funds, Minnesota hired six regional labor market analysts to develop high-quality labor information and ensure that it is accessible to customers. These labor market analysts are also responsible for supporting local staff in interpreting labor market trends, preparing special analyses for employers, delivering presentations to business groups about local labor market conditions, and ensuring that the state's One-Stop centers are well-stocked with labor market information. **State of Minnesota**

Strategy 2. Provide Information about Training and Education

Because employers are increasingly concerned about how to enhance the basic and occupational skills of their workers, they have a greater need for information about education and training resources. One-Stop systems can offer employers more detailed information about DOL-sponsored apprenticeship programs, public and private providers of training for incumbent workers, and funding sources for training.

Information about customized training services available from local technical schools and community colleges can be made available through written materials, as well as through consultations with program staff. Employers can use this information to find out about the fees charged for employment and training services and how to obtain training subsidies targeted to "at risk" or expanding firms through government-funded programs.

Examples of Providing Information about Training and Education

Example #1—Making Information Available by Telephone. The Connecticut Department of Higher Education has a toll-free information number that provides information on career and education opportunities throughout the state. **State of Connecticut**

Example #2—Providing Information about Economic Development Activities. In Tarrant County career centers and partner agencies, employers are provided with information about and assistance in applying for the "Smart Jobs" program, which offers state funding for workforce training for "at risk" employers. Information about this program is also available through structured linkages on the Texas Workforce Commission's Web site. **Arlington, Texas**

Example #3—Linking Employers to Resources to Support Training. The CareerNet Web site in Maryland provides a menu of employer services and information, as well as linkages to a wide variety of other business resources provided by other agencies. Through this Web site, for example, employers can access information about training incumbent workers and the training resources available. **State of Maryland**

Strategy 3. Provide Information about Government Regulations and Programs

Another of the criticisms that employers have about the public sector is that government regulations and paperwork are too complex and the multiplicity of programs is too confusing. To meet these concerns, One-Stop centers can provide employers with a centralized source of information about government regulations and programs, as well as support in dealing with them. The objectives of making this information available centrally are to reduce the burden of government-required paperwork for employers and to minimize the staff time spent dealing with rules infractions, penalties, and appeals.

One strategy is to make written information available as part of "employer resource centers," where employers can access information on such government laws and regulations as the Americans with Disabilities Act (ADA), the requirement for early employer notification of plans for large-scale layoffs, Equal Employment Opportunity (EEO) requirements, Unemployment Insurance compensation and related regulations, Occupational Health and Safety Administration requirements, and tax credits for hiring members of targeted groups. Information about tax and licensing issues, business development opportunities, or changes in state and federal regulations affecting the business community are also popular subject areas. These employer resource centers can be located either at the same sites as One-Stop job-seeker services or in separate centers specializing in business services.

One-Stop centers can also provide information on compliance with governmental regulations by offering employers consultations with center staff. Another approach is to make compliance information available in self-service formats, either through computer access at the career center or via remote access from the employer's own worksite.

Examples of Providing Information about Regulations and Programs

Example #1—Establishing Employer Libraries. In Minnesota, employer "libraries" provide detailed information on a wide range of employment-related programs and regulations. Other One-Stop partners and programs, such as Vocational Rehabilitation and Veterans' Employment Services, are also expected to provide information on their programs at these employer libraries. **State of Minnesota**

Example #2—Putting Business Resources On-Line. Iowa has made a wide variety of information available to employers through its Web site, including up-to-date information on policy changes that will impact the business community. **State of Iowa**

Example #3—Using a Variety of Formats to Provide Information about Business Development Assistance. In the *Connecticut Works* center in New London, Connecticut, the account representatives in the business services unit can consult with employers about business expansion opportunities and help employers access other agencies and departments. Similar information is also available on-line through the state's Web site. **New London, Connecticut**

Strategy 4. Provide Information on Business Management Topics

A final type of information that One-Stop centers can offer to employer customers is related to business start-up and business management. Drawing on the expertise of economic and business development partners, One-Stop centers can develop employer seminars or information sessions to respond to particular management-related concerns expressed by local businesses.

Examples of Providing Information on Business Management Topics

Example #1—Providing Seminars on Business Management Issues. The Wood County Employment Resource Center planned to poll employers on their interest in participating in workshops on such topics as violence in the workplace and workforce diversity and then develop programs to meet those needs. **Bowling Green, Ohio**

Example #2—Providing Individual Consultations to Employers. The Business Service Units within One-Stop career centers in Connecticut offer workplace consultation services to employers to help them understand issues related to total quality management and continuous improvement, as well as public laws and regulations related to their responsibilities as employers. **State of Connecticut**

GOAL 4. IMPROVE THE QUALITY OF LABOR EXCHANGE SERVICES TO BETTER MEET EMPLOYERS' NEEDS

A number of different One-Stop partner agencies have offered labor exchange services to employers in the past. The ES has been the primary provider of such services, but many additional agencies (e.g., JTPA service providers, educational institutions, welfare-to-work providers, and programs serving individuals with disabilities) have also offered employers labor exchange services. These services have included the posting of job listings, recruitment and screening of applicants for posted jobs, job matching to link job applicants to available work opportunities, and job development to make employers aware of the availability of qualified workers. As noted previously, some employers have criticized such services because of the duplication of employer contacts across agencies, the lack of timeliness in referring applicants, and the absence of appropriate skills among the referred applicants.

The One-Stop systems can make a number of changes to their core labor-exchange services in response to these criticisms, including: (1) improve procedures used to list jobs and recruit interested applicants, (2) clarify descriptions of jobs and required skills, and (3) improve the tools for matching job seekers to employers.

Strategy 1. Improve Job Listing and Recruitment Procedures

Developments in information technology have made it possible to create improved job-listing systems that are more sophisticated and easier for customers to use and that can be shared among local One-Stop partners and across geographic units. With such information technology, job listings collected by one One-Stop partner or at one location can be easily shared throughout the state or local system as well as nationwide. From employers' perspective, the use of such automated databases to disseminate job announcements greatly increases the effectiveness of their listings.

Although job information systems are at different stages of development, most One-Stop centers can use technology to establish new procedures for matching employer requirements to qualified job-seekers.

Many One-Stop centers continue to screen interested applicants before referring them to employers. However, an increasingly common strategy is to encourage employers to post "unsuppressed" job orders that include the employer's identity in the public listing and instruct interested applicants to apply directly to the employer. One-

Stop systems generally make both suppressed and unsuppressed listing available and allow employers to select the method of posting job listings with which they are most comfortable.

Although not all employers are comfortable with using unsuppressed job orders—because they fear being deluged with large numbers of inappropriate applicants—some employers have found that unsuppressed job orders result in a higher rate of success in filling positions. These employers report a larger applicant stream and a quicker response to job announcements compared to the use of suppressed listings. To deal with the increased applicant flow generated by automated listings, many of these employers have developed more sophisticated in-house applicant screening and selection procedures or purchased help with the early stages of applicant screening from public or private labor market intermediaries.

Sophisticated technology can allow employers to post their own job orders. With such systems in place, employers can post their own job listings via dial-up bulletin boards, faxed-in job listings, or direct Internet access. The advantages of making the job listing process a self-service function are that it (1) frees up staff to provide other services to employers and job seekers and (2) gives employers greater control over the recruitment function.

However, the advantages of retaining job posting as a staffed function are that One-Stop center staff can (1) develop a personalized relationship with an individual company's human resources staff, (2) become familiar with the firm's hiring needs and counsel them on writing effective and accurate job descriptions, and (3) assess the firm's interest in additional One-Stop services.

Examples of Improving Job Listings

Example #1—Establishing Automated Local Talent Bank. This center maintains an internal talent bank using the Win-Search database. Although the service is not fully self-access, staff work with employers to identify appropriate search terms with which to screen the resumes on the database. Staff then send selected resumes (on-line, on disk, or on paper) to the employer for review or conduct further screening and refer only appropriate candidates. **Springfield, Massachusetts**

Example #2—Establishing a State-Wide Database. This state maintains a Web-site through which employers can post job openings. Employers may provide as much or as little information as they desire in their job descriptions, which will become a part of local, state, and national job banks. The state has also established links with America's Talent Bank. Although the latter service was not yet fully-operational at the time of the evaluation site visit, employers can learn about the mission and capacity of the Talent Bank and will soon be able to register for the service on-line. **State of Maryland**

Strategy 2. Clarify Job Descriptions and Skill Requirements

One-Stop systems can also improve labor exchange functions by helping employers better specify the skills and qualities that they want in job seekers. In contrast to the technology-based improvements in job listings described above, improving the effectiveness of job descriptions and skills statements usually requires individualized attention from One-Stop staff.

One approach for improving the accuracy and clarity of job descriptions is initiating a new skills-based system of job description to replace outdated industry- and occupation-based job descriptions. This is being done at the national level through the development of O*NET.

However, even before changing to a whole new system of describing jobs, One-Stop centers can use several approaches to help employers identify the essential skills that job seekers must possess, including:

- Expanding their interviews with employers to ask more questions about the skills required for a particular job.
- Having employer-service representatives visit the job-site to get a clearer understanding of the business and the nature of the work performed by employees.

- Conducting task analyses at the employer's job site, which are intended to identify the skills necessary for successful job performance.

Examples of Clarifying Skill Requirements

Example #1—Conducting Worksite Visits. At this center, employer account representatives make services easier for employers to access. Because the city is relatively small, One-Stop staff often have the opportunity to visit the worksite of employers for whom they are providing screening services. Because of their satisfaction with this service, many employers have expanded their use of other center services.
Lawrenceburg, Indiana

Example #2—Analyzing Work Tasks. This center uses a proprietary system to analyze job tasks and create a profile of the workplace basic skills necessary to successfully perform in a given position. The system can also be used to assess applicant skills to improve the matching process. The system can also be used to help develop curricula for training incumbent workers. This system, Work Keys, was developed by American College Testing (now ACT, Inc.). **Des Moines, Iowa**

Strategy 3. Improve the Tools for Matching Job Seekers to Employers

Matching an applicant's skills to those an employer requires for a particular position is often difficult. One approach that state One-Stop systems can use to reduce the number of "mismatches" is to design sophisticated job matching systems. To make these systems work, local sites must collect and record accurate information about job seekers using characteristics and measures that are compatible with those used by employers in their job orders. Job-matching systems require a fairly high degree of staff involvement and a commitment to assisting employers individually with their labor exchange needs.

An alternative approach is to de-emphasize the job matching responsibilities of public sector staff and encourage employers to play a more active role in screening applicants. Under the "Talent Bank" initiative, employers can directly access automated listings that describe job seekers, which enables employers to directly review, screen, and select applicants. This initiative, piloted in five states and promoted for implementation nationally by DOL, depends on the ability of employers' own staff to use technology to scan information about the individuals in the applicant pool. Although access to an unscreened pool of applicant resumes can be a powerful tool in the hands of trained human resource professionals with software designed to search and sort for desired characteristics, it is not yet clear whether this technology will be embraced by employers, or whether they will want public employer service representatives to continue doing the hands-on work of screening and matching job applicants prior to referral.

Examples of Improving Matching Tools

Example #1—Developing Software to Match Job Seekers to Employers. Minnesota SkillsNet system is a statewide automated job information systems that can help One-Stop staff match the characteristics of current job seekers to the characteristics required in current job listings. In the Minnesota Workforce Center–Anoka County, a client assessment database shared by the center and vocational and-technical colleges helps provide information on job seekers as input to the matching process. **Blaine, Minnesota**

Example #2—Using America's Job Bank. Connecticut is one of three pilot sites for America's Job Bank, the national database of job-seeker resumes. Although the services is not yet fully operational, employers will soon be able to log-on, self-register, and search through resumes at their convenience. At that point, employers may contact job-seekers directly, or ask their local One-Stop Center to conduct additional screening. **State of Connecticut**

GOAL 5. OFFERING ENHANCED EMPLOYER SERVICES

In addition to providing labor exchange services for employers, One-Stop systems can provide a number of enhanced services to employer customers. To develop the capacity to meet employer needs for enhanced services, One-Stop partners often plan for active involvement by economic and community development agencies and departments, chambers of commerce, and community colleges' business service units, all of which have credibility with employers. These organizations are likely to be key players in analyzing employers' needs and developing new and improved services and products for employers.

Enhanced employer services often fall into three general categories: (1) assessment of the skills of a firm's incumbent workers, combined with help in designing and delivering training to enhance these skills; (2) intensive customized recruitment and screening services for large-scale hiring efforts; and (3) management assistance and support for helping firms start up, remain financially viable, and expand. Additional categories of enhanced services could be developed to meet the identified needs of local employers. Although many enhanced employer services are activities are already being offered to employers by individual partners, One-Stop systems allow these agencies to organize enhanced services into integrated systems. One Stop systems can also offer these services to additional employers on a fee-for-service basis.

Strategy 1. Provide Services to Assess and Train Incumbent Workers

Increasingly, employers need to encourage, support, or provide ongoing training of existing workers to redress basic educational deficits, enhance skills, and meet the needs of changing technology. Both public and private education and training providers have developed specialized fee-based services to address these needs. One-Stop services can help employers access the resources available to them from public workforce development agencies to train incumbent workers.

Examples of Providing Services to Assess and Train Incumbent Workers

Example #1—Providing Customized Training Services. The technical college—an active partner in this One-Stop center—has a long history of offering on-site or off-site customized training to incumbent workers, including training on total quality management (TQM) tools and techniques. To make these services more affordable to small- and moderate-sized employers, the technical college was planning to develop some off-site "generic" TQM training sessions to which firms could send employees. **Pewaukee, Wisconsin**

Example #2—Providing Retraining to Expanding and Relocating Employers. In the Des Moines metropolitan area, the Economic Development Group, which is housed within the local community college, offers subsidized employee retraining services to qualifying expanding and relocating businesses through a state-funded "New Jobs" incentive program. **Des Moines, Iowa**

Strategy 2. Provide Customized Recruitment and Screening Services for Large-Scale Hiring Efforts

One Stop centers can also provide customized assessment and screening services for employers who are undertaking large-scale hiring efforts and want to out-source the early stages of the hiring process. Often these services can be funded through economic development initiatives or, alternatively, can be offered on a fee-for-service basis to employers.

Examples of Providing Customized Recruitment and Screening Services

Example #1—Developing a Menu of Fee-for-Service Options. At this center, the ES, the economic development group of the area community college, and the Chamber of Commerce are developing a range of fee-for-service options for employers, including recruitment and screening for large-scale hiring efforts. Business service representatives will work with employers to develop recruiting plans and procedures for screening job-seekers to meet employer needs. **Des Moines, Iowa**

Example #2—Conducting Job Fairs and Large-Scale Recruitment. This center regularly conducts job fairs and large-scale hiring efforts for employers. It can host such events at the center or send staff to another site to conduct recruiting and screening. Employers can choose their level of involvement in this process. The center charges fees for some of these services. **Springfield, Massachusetts**

Strategy 3. Provide Business Planning Assistance and Training

One-Stop centers can also help major employers their ongoing management needs by: (1) providing business planning data and customized analysis of labor market information, (2) assisting firms in recruiting for specialized positions, and (3) consulting on issues related to government regulations and the hiring process. These services can be provided free of charge to firms that are targeted as having important economic development potential (e.g., a firm considering locating a new manufacturing facility in the local community) and offered on a fee-for-service basis to additional firms.

Examples of Providing Management Assistance and Training

Example #1—Linking Entrepreneurs to Resources for Small Business Development. The Arlington Career Center in Tarrant County, Texas, links employers to entrepreneurial and small business start-up training programs offered by a number of local agencies and organizations. The Small Business Development Center, for example, is a professional management counseling service operated by the community college, a partner in the One-Stop initiative. The center's programs include one-on-one counseling to new entrepreneurs and established businesses and classes on subjects related to starting new businesses. **Arlington, Texas**

Example #2—Providing Customized Training to Employers. At the Waukesha Workforce Development Center, various partner agencies offer customized services, including training on total quality management techniques, assistance in obtaining economic development financing and business loans, and business process analysis. **Pewaukee, Wisconsin**

RESOURCES

EXAMPLES OF MATERIALS USED TO LEARN ABOUT AND DESCRIBE EMPLOYERS NEEDS

Attachment 10-A. A Business and Industry Questionnaire Developed by WORKFORCE ONE, the Northeast Regional Workforce Development Board in Chaplin, Connecticut (1995)

This questionnaire was used to assess local employer needs. A report based on this employer needs assessment was completed by WORKFORCE ONE in October, 1995.

Attachment 10-B. A Newsletter Article on Findings from a Massachusetts Business Survey

This article describes findings from a survey of 200 Massachusetts businesses in the manufacturing, health care, information technology, and financial fields. Respondents indicated substantial interest in using One-Stop career center services.

EXAMPLES OF MATERIALS USED TO INFORM EMPLOYERS ABOUT ONE-STOP SERVICES

Attachment 10-C. Brochure Announcing Minnesota's Annual Employer Conference: "Building a Winning Workforce" (1996)

This annual conference, co-sponsored by a number of different workforce development and business organizations, provides workshops on a number of different topics of interest to Minnesota business owners, managers, and human resource professionals.

Attachment 10-D. Employer Services Available Through the Minnesota Workforce Center System

This brochure was designed to inform employers in the Minneapolis-St. Paul area about services available from the Minnesota Workforce Center system. It also includes a form that businesses can use to submit information on new job openings by fax.

Attachment 10-E. Minnesota Newsletter Articles Describing "Brown Bag" Dialogue Sessions For Local Employers (1997)

Attachments include state and local newsletter articles describing how local Workforce Centers in Minnesota have organized informational lunches for employers on topics of interest. Employers are able to obtain information on interesting topics, share information, and provide thoughtful feedback.

EXAMPLES OF MATERIALS DESCRIBING COORDINATED AND EXPANDED EMPLOYER SERVICE MENUS

Attachment 10-F. Wisconsin State Guidance on Unified Employer Services Structures (1995)

In its Technical Assistance Guide for Wisconsin Job Centers, the state of Wisconsin describes desirable features of unified employer services at the local level, describes related state-level activity, and provides three examples of "model practices" in local centers.

Attachment 10-G. Anoka County, Minnesota's List of Services to Employers

This leaflet was developed to let employers know about the range of employer-oriented services at the Minnesota Workforce Center–Anoka County in Blaine, Minnesota.

Attachment 10-H. Waukesha County (Wisconsin) Workforce Development Center's Menu of Services for Employers

This attachment includes a graphic describing employer services, a list of available services, and instructions and a form that employers can use to place a job order by fax.

Attachment 10-I. Springfield, Massachusetts: A Leaflet on What FutureWorks One-Stop Career Center Can Offer Employers

This leaflet explains core and enhanced services available to employers.

CHAPTER 1 RESOURCES

EXAMPLES OF ESTABLISHING ONE-STOP WORK GROUPS AND PLANNING COMMITTEES

Attachment 1-A. Connecticut's Framework for Preparation of Its One-Stop Career Center Implementation Plan 1-A-1

Attachment 1-B. Maryland's Plan for Second Year One-Stop Implementation Work Groups 1-B-1

EXAMPLES OF NEGOTIATING INTERAGENCY AGREEMENTS

Attachment 1-C. Connecticut Works State Agency Partner Summary (March 1996) 1-C-1

Attachment 1-D. Cooperative Agreement Between the Indiana Division of Disability, Aging, and Rehabilitation and the Indiana Department of Workforce Development (FY 1996) 1-D-1

Attachment 1-E. Description of Minnesota's Intra-agency Agreement for the Delivery of Vocational Rehabilitation Services at One-Stop Centers (1995) 1-E-1

EXAMPLES OF DISSEMINATING THE STATE'S ONE-STOP VISION AND GUIDING THE DESIGN OF ONE-STOP SERVICES

Attachment 1-F. Materials Describing Connecticut's Vision for Reorganizing the Connecticut Labor Department: "Working With You for a Better Future" (1994)......................... 1-F-1

Attachment 1-G. Minnesota's Framework for Job-Seeker and Employer Services 1-G-1

ATTACHMENT 1-A
CONNECTICUT'S FRAMEWORK FOR PREPARATION OF ITS ONE-STOP CAREER CENTER IMPLEMENTATION PLAN

Preparation of One-Stop Care. . Center Implementation Plan

A Partnership between the CT Department of Labor, the nine Regional Workforce Development Boards, and the State Agency Partners

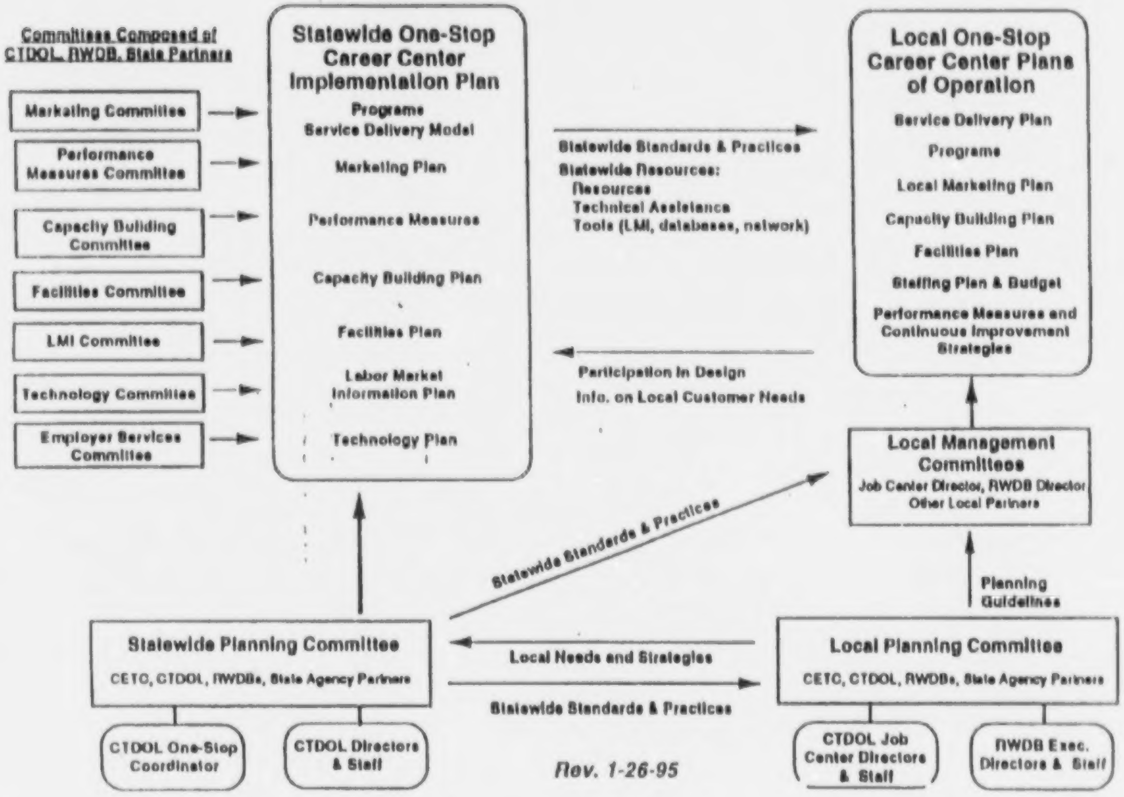
Committees Composed of CTDOL, RWDB, State Partners
Marketing Committee
Performance Measures Committee
Capacity Building Committee
Facilities Committee
LMI Committee
Technology Committee
Employer Services Committee
Statewide One-Stop Career Center Implementation Plan
Programs
Service Delivery Model
Marketing Plan
Performance Measures
Capacity Building Plan
Facilities Plan
Labor Market Information Plan
Technology Plan
Statewide Standards & Practices
Statewide Resources:
Resources
Technical Assistance
Tools (LMI, databases, network)
Participation in Design
Info. on Local Customer Needs
Local One-Stop Career Center Plans of Operation
Service Delivery Plan
Programs
Local Marketing Plan
Capacity Building Plan
Facilities Plan
Staffing Plan & Budget
Performance Measures and Continuous Improvement Strategies
Local Management Committees
Job Center Director, RWDB Director
Other Local Partners
Planning Guidelines
Statewide Standards & Practices
Statewide Planning Committee
CETC, CTDOL, RWDBs, State Agency Partners
Local Needs and Strategies
Statewide Standards & Practices
Local Planning Committee
CETC, CTDOL, RWDBs, State Agency Partners
CTDOL One-Stop Coordinator
CTDOL Directors & Staff
CTDOL Job Center Directors & Staff
RWDB Exec. Directors & Staff
Rev. 1-26-95

Figure I-1

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I. Overview of Implementation Planning and Charges to Committees

Development of a detailed statewide Implementation Plan for the One-Stop Career Center System has been spearheaded by a Statewide Planning Committee with representation from CTDOL, the Regional Workforce Development Boards, and the four primary State partner agencies (DSS, DED, SDE, and DHE). The Implementation Plan is being presented at the CETC Executive Committee Meeting on February 23, but it will remain a working document which will serve as a tracking and management tool throughout the implementation process.

Fourteen of the 19 planned One-Stop Career Centers are proposed to open in 1995 (see Attachment II). Up to three of these are slated for a June opening, the date which is driving much of the work on the implementation plan. Local Plans of Operation are in preparation by Management Committees in each Service Delivery Area which are headed by the Regional Workforce Development Board Executive Director and the regional Job Center Director.

The work of preparing the implementation plan has been undertaken through nine committees as detailed below. Each committee was charged with identifying the discrete tasks that must be accomplished in their area of work in order for One-Stops to roll out on schedule as well as the tasks that must be accomplished for the full development of the One-Stop over the three year grant period. The Statewide Planning Committee is overseeing the integration of all these committee plans into a master implementation plan which has been loaded onto project management software and will serve as a tool for tracking progress and identifying issues that must be resolved (See Attachment V).

The Statewide Planning Committee has also developed minimum requirements for the availability and integration of core USDOL-funded services to be offered through the One-Stop (See Attachment IV). The committee is also working with each State partner agency to develop specific plans for their participation in the One-Stop Career Centers.

The final product of these initial committee and central office efforts will be a clear road map to a fully implemented One-Stop Career Center System with milestones and checkpoints and processes for midcourse adjustment.

Committees & Their Charges

Statewide Planning Committee

Charge: To guide the overall development of the One-Stop Career Center System and the work of all committees and examine policy or technical issues as they arise. The Committee has developed minimum criteria for the designation of a center as a One-Stop as well as the core programs that must be offered.

Performance Measures Committee

Charge: To guide the development of a comprehensive system for measuring performance of the One-Stop Career Center System and its component programs and players. This is an opportunity to pilot use of the measures recently adopted by the CETC. Includes development of a "consumer report card" for One-Stop Center services and all training providers

Marketing Committee

Charge: To develop and oversee the execution of a plan for marketing the One Stop Career Center system that is integrated with related aspects of the program (such as facility design).

Labor Market Information Committee

Charge: To facilitate the design, development, and full implementation of Labor Market Information products and services that will support the mission of the One-Stop Career Center System.

Network/Technology Committee

Charge: To develop and oversee the implementation of a plan to develop the computer-related information network, and other technology that is at the cornerstone of the One-Stop Career Center System together with the applications and databases, utilities, and technical support and training required to make the network useful. All 18 Job Centers and the New Haven RWDB are already connected to the Wide area Network (WAN). The local RWDB offices will have dial-in access to the network.

Capacity Building Committee

Charge: To develop and oversee the implementation of a plan to meet the capacity-building needs of the One-Stop Career Center System. Although this Committee will only be responsible for developing and conducting certain categories of training, it will maintain an overview of all training processes from staff point of view to ensure coordinated execution of all training.

Facilities Committee

Charge: To prepare and execute an implementation plan for developing 14 One-Stop Career Centers in Year 1 and 5 in Year 2 based on standards for facility layout and design that are articulated with other aspects of the program (such as the service delivery model and marketing plan).

Employer Services Committee

Charge: To determine employer services that will be offered through the One-Stop Career Centers; to develop a plan for their design, development, and/or enhancement; and to ensure integration of the efforts in this area of the RWDBs, CTDOL, CT DED, and other entities interacting with employers (e.g. ConnSTEP, CT SBDCs).

Local Area Planning Committee (time-limited)

Charge: To establish processes and guidelines for local planning of One-Stop Career Center implementation. The Committee will specify the format and content of local plans which must be submitted in order for a Center to be designated a One-Stop and to receive One-Stop implementation funds

ATTACHMENT 1-B
MARYLAND'S PLAN FOR SECOND YEAR ONE-STOP IMPLEMENTATION WORK GROUPS

CareerNet
Second Year Work Groups

In order to effectively develop key second year system features, we need to assemble work groups of State and local system experts. The steering committee will help nominate members, review intermediate progress, and review and approve final recommendations and products.

workgroup	lead staff	chair/member suggestions	work group objective
employer access protocols *start: immediately* *completion target: six months*	Roger Hub	chair: Sharon Mike other members should include local ESRs and job developers from each of the partners, plus individuals with a detailed working knowledge of current or anticipated systems or software - AJB, ALEX/XELA, talent bank, O*NET	This workgroup would coordinate policy direction and other support for the implementation of the employer access recommendations. It would be especially appropriate for this group to use a business process analysis to examine current and optimal employer services. In addition, this group would address detailed issues on and provide recommendations for: • IVR systems • occupational skills database • applicant retrieval system • automated job posting - and employer followup and servicing arrangements • job seeker services (coordinating with job seeker system work group) • resume talent bank (reconciling with applicant retrieval system) • employer profiles • information on employee development and training • LMI for employers • employer workforce resource information
consumer reports *start: immediately*	Hugh Davies	chair: an education person Members should	The consumer reports group will explore the development of enhanced consumer information for CareerNet. • Analyze Maryland education and training data and performance management systems for possible sources of

completion target: *July 1996*		include a cross section of education and training institutions - both public and private - plus individuals familiar with State information and databases	consumer information • Load the Texas demonstration beta version, using best available data, and critique its application • Examine other issues involved with the development and application of consumer information in one-stop systems. Report to the national consortium. • Participate in national consortium meetings • Recommend appropriate consumer information for Maryland, identifying sources and systems for the collection of the information,
performance measures *start Immediately:* *completion target: will depend on the corresponding schedule of the national project*	?	? membership should include local and state staff familiar with program reporting, MIS, and evaluation. John Zeller has been identified as one of the people to attend the national workgroup next week	Performance measurement for one-stop involves the development of systems to assist management at the local site, local area, statewide one-stop, and national levels. Some work has proceeded with performance measurement. Overall system measures are included in State's one-stop grant, and local area CareerNet plans include goals for those measures. Small group meetings have been held to begin exploring appropriate site management data. This group needs to: • Review existing measures as included in local plans. Explore potential data sources to measure performance against plans, especially the potential for using existing program data collection. Recommend data collection for current measures. • Review the current workstation application as a source of information for site management, including customer satisfaction information. Recommend a site MIS. • Review current statewide CareerNet measures and recommend revisions, taking into consideration statewide accountability interests, data collection efficiency, management utility, the possible impact of block grant legislation, waiver authority and its potential use, and appropriate public representation of systemwide performance

			• Participate in national one-stop performance measurement workgroups.
common intake/case management *start: immediately* *completion target: July*	?	chair: ? members should include state and local staff from the programs we expect will be a part of the case management system who are familiar with client data systems	Both our state and the national vision for one-stop centers anticipates that clients will be able to: • Determine their eligibility for and initiate enrollment in a full range of training and education programs and corresponding financial and other support resources • Enter data about themselves only once in the system - either for utilization of the one-stop center core resources or the respective programs for which they are applying • Use any workstation at any site across the State and be able to access their file - both to avoid entering data or information already in the system as well as having a record of their participation - or even a career development plan We have only been able to make very limited progress toward that vision in our initial workstation software. The objective of this group will be: • Determine what type of case management system would be most appropriate for CareerNet • Explore the possible sources - either systems developed by other states or off-the-shelf products • Collaborate with the national one-stop workgroup working on this area • Recommend a comprehensive approach for case management in CareerNet
Job seeker dial-in *start: immediately* *completion target: 2-3 months*		chair: ? This group needs to include Job Service state and local staff who can take into account current	These are the key parts of the system, in addition to employer access, which will be accessible through PC modem dial-in or InterNet by jobseekers and institutions other than one-stop centers. These could be discreet work groups, but it seems to make sense to proceed initially with jobseeker access, since that will be a core part of the career information center system anyway.

followed by: Career information center *start: May* *completion target: July*		jobseeker services and adapting that to a remote self-service mode. It will also be critical to include the other potential CIC users - voc rehab, CBOs, libraries, secondary schools (especially Career Connections) and MOICC representatives, since CIC will likely include CIDS information	The workgroup will need to consider: For Jobseeker access: • Adapting current national jobseeker access available through AJB • What we need to know about the client which should be included in the registration • Data collection - what we need locally and statewide to manage and represent who is using the system, and the outcomes • How to include skills based matching. Need to coordinate with employer access workgroup. • Developing and submitting to the steering committee a comprehensive recommendation for remote jobseeker access For the career information system: • In general, what should be on the system - taking into consideration potential system users - e.g. voc rehab centers, secondary schools, community based organizations, libraries, etc. • If this is an InterNet application, what systems already on the net should the CIC point to? • How to incorporate LMI into the system • Client records/client case management within the system • Career development guidance within the system

ATTACHMENT 1-C
CONNECTICUT WORKS STATE AGENCY PARTNER SUMMARY (MARCH 1996)

CONNECTICUT WORKS State Agency Partner Summary - *Revised March 15, 1996*

	DHE	SDE	DSS	DECD	State Library	DMV
Statewide	AGREEMENT SIGNED; EEIC conducting on site workshops, assisting resource library, exploring kiosk link. Charter Oak presentations on one-stop sites; brochures.	AGREEMENT SIGNED; *Career Paths* and info. brochures on site, CETO on site through RWDBs; seeking adult ed. $ for more coordination, Project BUILD helping one stop staff to assist with special learning needs, working for one stop designation for GED registration.	General Agency agreement; need to look at BRS, Older Worker programs.	One Stop Business Registry (OSBR), working with Business Services; conducting regional entrepreneurial seminars.	Discussed draft language; need cost specifics regarding State Library Information Network.	AGREEMENT SIGNED.
Bridgeport						
Bristol New Britain						
Danielson/ Willimantic	Quinnebaug CTC partner in Career Transition Center;	Eastconn assisting in Career Center services.				

CONNECTICUT WORKS State Agency Partner Summary - *Revised March 15, 1996*

	DHE	SDE	DSS	DECD	State Library	DMV
Hartford	Workshops in Enfield, financial aide, study skills course offerings, study skills & materials.	Adult Ed. Dir. working with Hartford & Enfield.	Exploring DSS outstation to one-stop. .Workshops on one-stop sites.			
Meriden/ Middlesex	Middlesex CTC B & I collocated in Meriden Center.		One Stop Staff at DSS/Meriden.			
New Haven	Gateway recruitment 3 days/week		DOL. staff at DSS; DSS at DOL. FT: connectivity.			License renewal available on site.
New London	CTC conducting monthly workshops	Linkages with adult ed. - VT recruitment.	DSS staff outstation to Center 3 days/wk			
Waterbury	Charter Oak/CTC meeting scheduled to discuss "presence"		DOL. staff out stationed; offices collocated	Partner station offer pending		

1-C-2

ATTACHMENT 1-D
COOPERATIVE AGREEMENT BETWEEN THE INDIANA DIVISION OF DISABILITY, AGING, AND REHABILITATION AND THE INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT (FY 1996)

Cooperative Agreement
Between the
Division of Disability, Aging & Rehabilitative Services
and
Department of Workforce Development

Effective Date: July 1, 1995 to June 30, 1996

The Division of Disability, Aging & Rehabilitative Services, Family and Social Services Administration, and the Department of Workforce Development encourage local coordination, cooperation, and collaboration in the operation of the older individual employment and training programs administered by both state agencies. The Department of Workforce Development is the lead agency in the development of the one-stop career center system in Indiana. The two agencies agree, however, to cooperate in the development of a one-stop career center system in Indiana pursuant to the Department of Labor's guidelines.

Both state agencies are entering into a formal non-financial agreement in order to promote coordination and cooperation at both the state and local levels. The two state agencies are requiring local administrators of JTPA and Title V to enter into the same or similar type agreement at the local level. The purpose of this agreement is to ensure the training and placement of older individuals in employment opportunities with private business concerns.

Joint activities conducted by state level staff of both state agencies include, but are not limited to:

- Training local level staff.
- Visiting local joint initiatives.
- Evaluating joint local initiatives
- Coordinating resources through joint initiatives
- Developing the one stop career center system in Indiana
- Exploring the potential for common intake and single intake for all DOL programs.

Bobby L. Conner, Director
Division of Disability, Aging and
Rehabilitative Services

5/23/95
Date

Ralph Komasinski, Director
Employment and Training Services
Department of Workforce Development

5-21-95
Date

This cooperative agreement becomes effective upon signature by representatives of both parties and will remain in effect until terminated by either party, providing ten (10) working day notice is given to the other party prior to termination.

ATTACHMENT 1-E
DESCRIPTION OF MINNESOTA'S INTRA-AGENCY AGREEMENT FOR THE DELIVERY OF VOCATIONAL REHABILITATION SERVICES AT ONE-STOP CENTERS
(1995)

Regional commissioner approves of rehab services in Workforce Centers

Norena Hale

The how-to's of a successful and seamless integration of vocational rehabilitation services into the Minnesota Workforce Center System are clear cut, according to Norena Hale, Rehabilitation Services assistant commissioner. And in all cases the customers' needs "without presumption or prejudice" -- from Workforce System Project Director Howard Glad -- will come first. The feds concur.

Over a recent four-day period, Rehabilitation Services Administration (RSA) Regional Commissioner Douglas Burleigh visited two Workforce Centers and spoke with numerous staff members. Of his findings, Burleigh wrote: "I believe that within the parameters of the Rehabilitation Act and the State Plan, there is an excellent opportunity in Minnesota to demonstrate an effective partnership between vocational rehabilitation programs and sister agencies which help persons become employed."

"Commissioner Burleigh felt the Dakota County Workforce Center, one highlight of his visit, was a particularly good model for the VR program's involvement in the Workforce Center initiative," Hale said.

"He noted that office signage lists Rehabilitation Services as available. Private interview rooms are available for confidential meetings, and a single page sign-in sheet allows customers to check off the services they want more information on or wish to apply for. VR is one of those services listed," Hale said.

Time and again, Commissioner R. Jane Brown and Deputy Commissioner Earl Wilson have reiterated their commitment to:

1. **Strict confidentiality** of client information through electronic "firewalls" in the computer system.

2. **Customer choice** in vendors for placement and other services.

3. **Direct line of authority** for VR.

4. **Adherence** to the Vocational Rehabilitation Act.

5. **VR funds** for VR customers.

6. **Cross-training**, not total assimilation. This means, for example, Job Service staff will not be held responsible for performing VR tasks, and vice versa.

7. **Integrated services**, not consolidated services. Workforce Center System staff will become familiar with the responsibilities and tasks of their colleagues, and they'll team up as needed to serve customers in the best way possible.

8. **Job maintenance.** No one will lose their position as a result of the Workforce Center System initiative.

Hale is adamant that everyone -- and this includes Minnesotans with disabilities -- will have access to services in the Workforce Centers. "Through our commitment to implement the spirit and intent of the Americans with Disabilities Act, Minnesotans who have disabilities but who do not need VR services will have access to employment information and services available to the general public," Hale said.

"Reasonable accommodations include accessible center locations and offices and communications in accessible formats. The Centers will provide interpreters for people who are deaf as well as interpreters for people who do not speak English," she said.

Carol Walsh, CommTeam

LEGION – *Dave Heidebrink (right) won the American Legion National Employment Service Award for 1995. Heidebrink, a Disabled Veterans Outreach Program representative in Hutchinson, received the award for his efforts to ensure the economic well-being of Minnesota veterans. Dan Ludwig, national American Legion commander, presented Heidebrink with the award. Photo submitted.*

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ATTACHMENT 1-F
MATERIALS DESCRIBING CONNECTICUT'S VISION FOR REORGANIZING THE CONNECTICUT LABOR DEPARTMENT: "WORKING WITH YOU FOR A BETTER FUTURE" (1994)

The NEW
Connecticut Labor Department

Working with you
for a
better future

July 18, 1994

Ronald F. Petronella,
Connecticut Labor Commissioner

Reinventing Government:

The Reorganizing of the Connecticut Department of Labor

WHY WE HAD TO CHANGE

- Needs of our major customers (workers and employers) have changed, and our old organizational structure was an obstacle to meeting those needs.

  Problems of the old structure:

  - It prevented integrated service delivery.
  - It was very hierarchical and inflexible.
  - The scope of responsibility of the jobs was much too narrow.
  - It allowed no empowerment at levels close to the customer.
  - It had no commitment to staff development.

THE PROBLEM

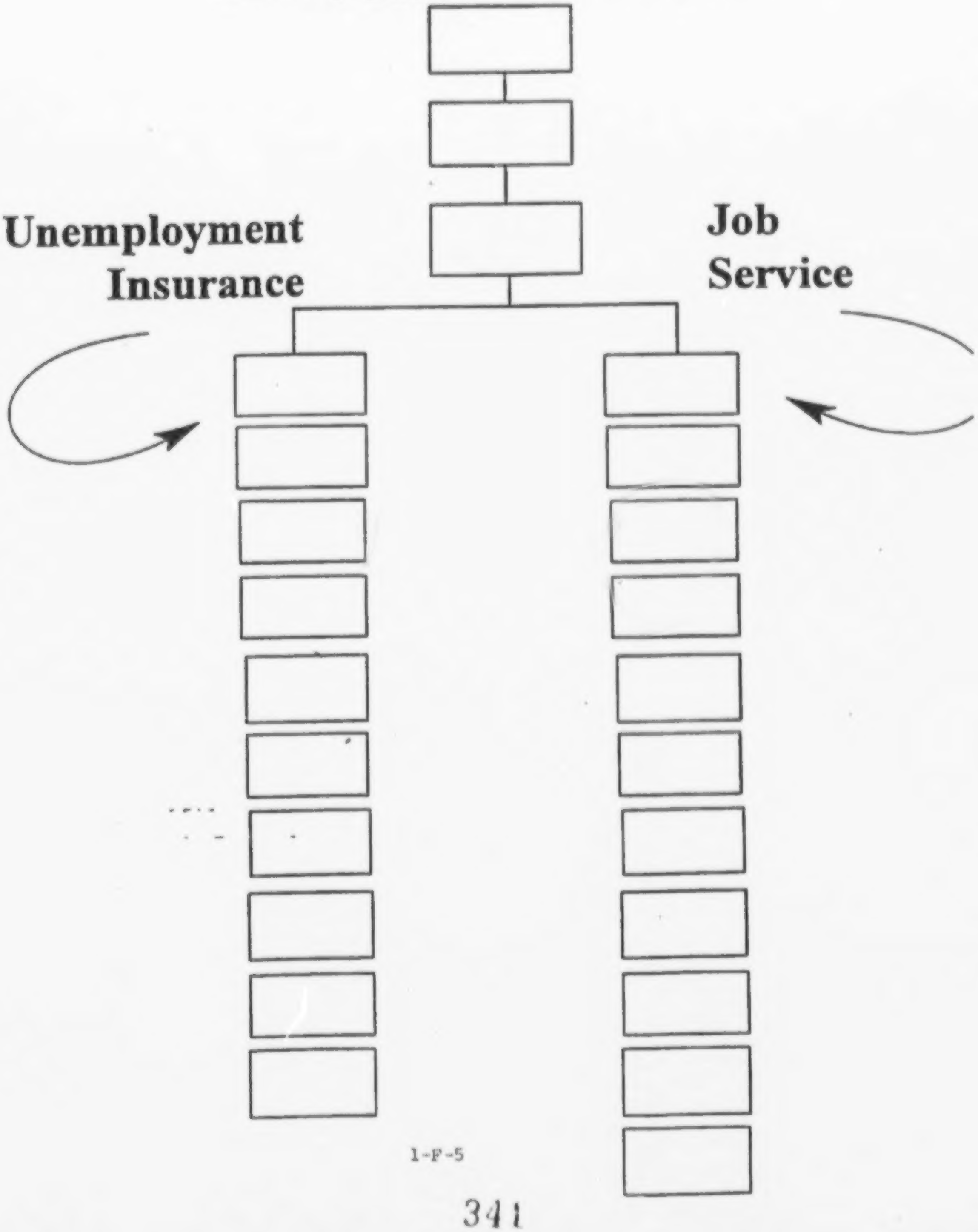
Government was built for stability and control, not for flexibility and innovation.

THE CHALLENGE

To transform government into a customer-driven, continuous-improvement, high-performance work organization.

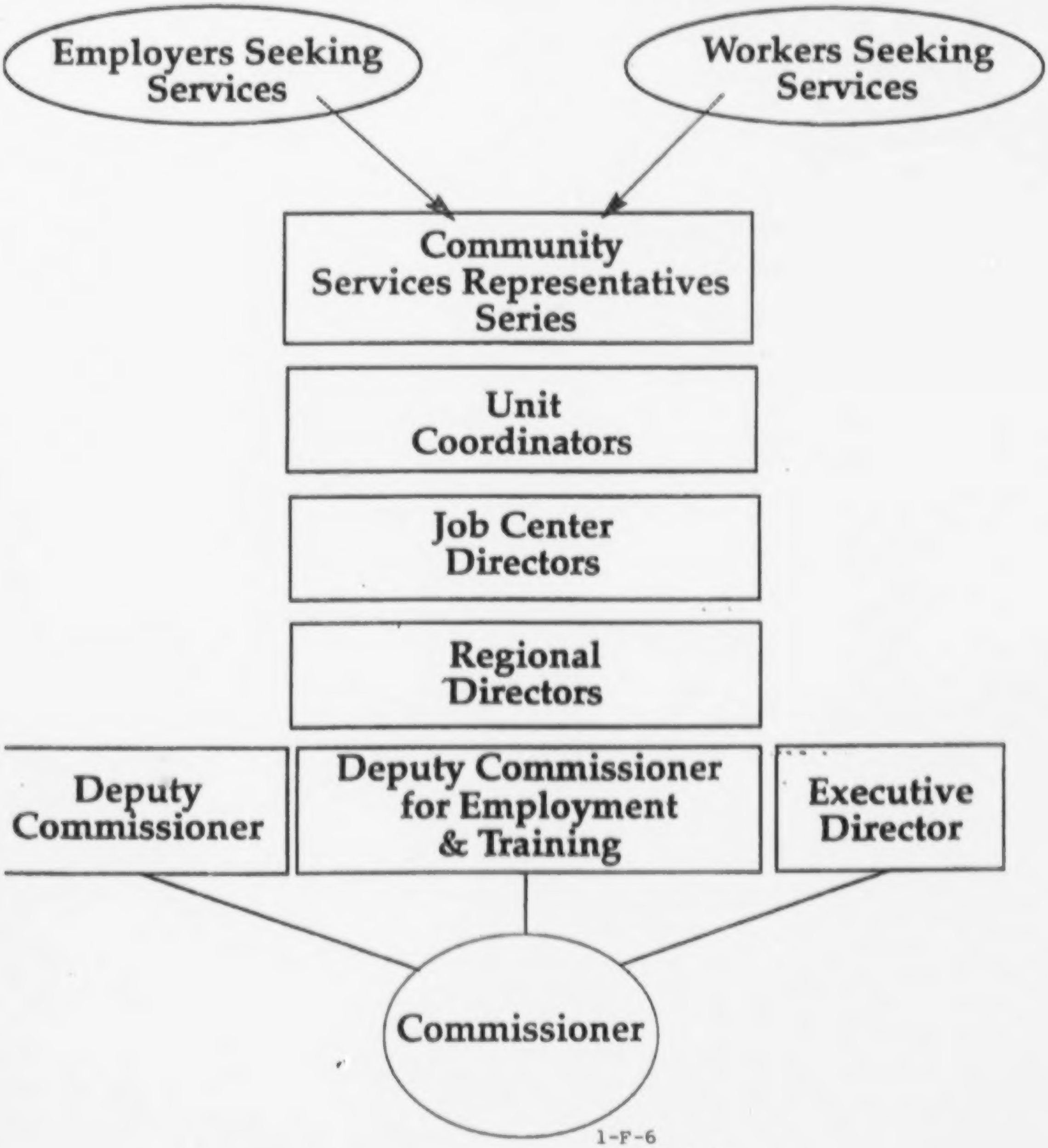
The OLD Connecticut Labor Department

From Commissioner to Trainee,
including nine layers of management


Unemployment Insurance
Job Service

The NEW Connecticut Labor Department

From Customers to Commissioner,
including a maximum five layers of management


Employers Seeking Services
Workers Seeking Services
Community Services Representatives Series
Unit Coordinators
Job Center Directors
Regional Directors
Deputy Commissioner
Deputy Commissioner for Employment & Training
Executive Director
Commissioner

DEPARTMENT OF LABOR GOALS

❶ To deliver services of the highest quality as quickly as possible in a one-stop environment.

❷ To invest in the skills of our staff and expand the scope of their jobs thereby reducing the number of handoffs in serving our customers' needs.

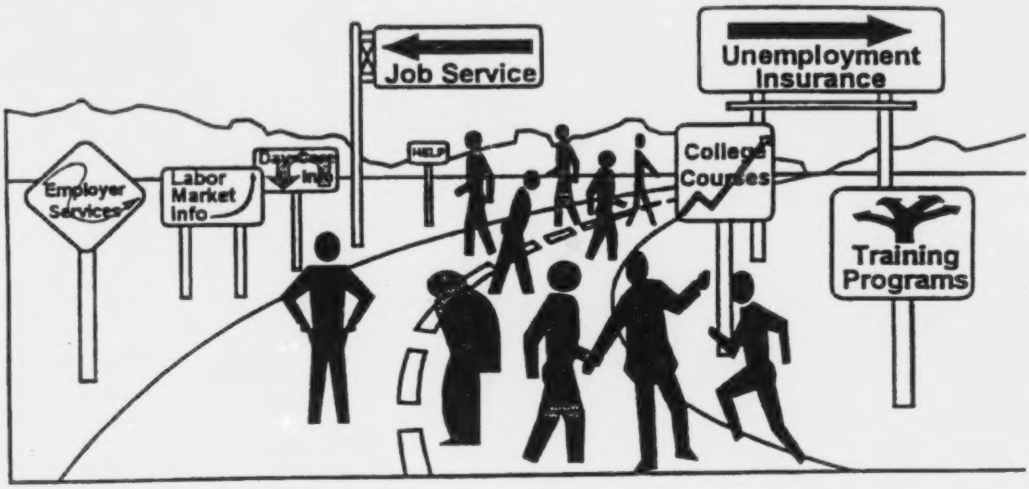
❸ To empower the staff closest to the customer to make decisions.

❹ To reorganize and reorient all DOL support services to focus on meeting internal customer needs

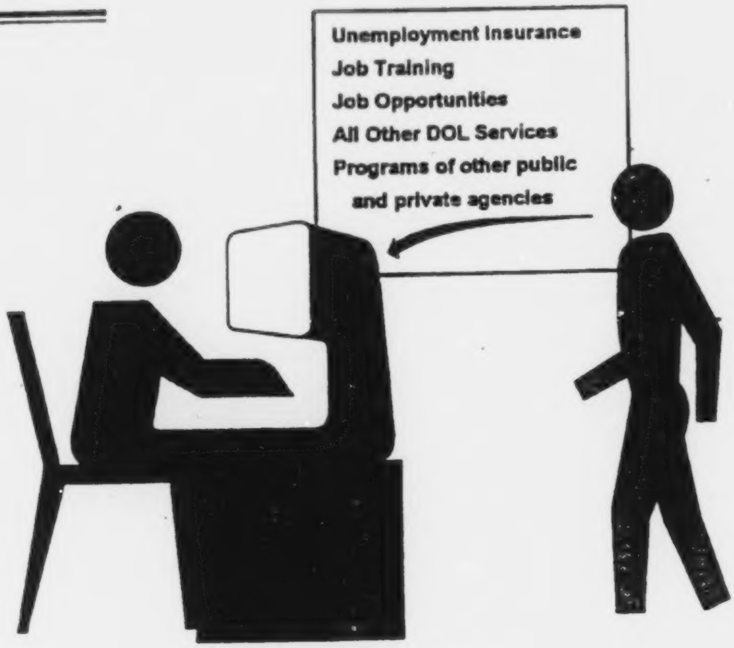
❺ To become a continuous improvement, learning organization.

❻ To become a model employer.

Old Organization Intake


Job Service
Unemployment Insurance
Employer Services
Labor Market Info
Day Care Info
HELP
College Courses
Training Programs

Current Integrated Intake


Unemployment Insurance
Job Training
Job Opportunities
All Other DOL Services
Programs of other public and private agencies

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COMMITMENTS
MANAGEMENT MADE TO DOL EMPLOYEES REGARDING REORGANIZATION

❶ There would be no layoffs as a result of reorganization and no cuts in pay. We would redeploy people and other resources for unmet customer needs.

❷ We would expand the scope of jobs to deliver better services and develop a classification system with upward mobility that compensates increased knowledge and the resulting fewer handoffs and higher productivity.

❸ The Labor Department would model labor relations in in which both workers and management win.

ATTACHMENT 1-G

MINNESOTA'S FRAMEWORK FOR JOB-SEEKER AND EMPLOYER SERVICES

JOB EKER SERVICES AT WORKFORCE CENTE

Service	Definition	Local Provider	Standard
Minnesota Career Information System CORE	Computer-based, annually updated encyclopedia on education and training programs available nationwide. Information on size of campus, admission requirements financial aid, student body demographics, areas of specialization. 'Quest' preference testing to help determine best occupational fields suited to individual choice.	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC and DRS Staff have direct access via personal computers. Customers have direct access in career resource area.	II
Career Information Library CORE	A collection of information about career areas, future outlooks for employment opportunities in each career and job category, videos on typical job duties, periodicals on recent developments in business, information on local, state and national business cultures, other material as available.	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC will have primary responsibility. Existing information and materials to be merged to create a common career resource area.	II
Local, Statewide and National Labor Market Information CORE	Basic data on the types of employment enumerated by region, with wage and trend details organized and analyzed by labor market areas.	Responsible: MDES Regional Analyst **This Workforce Center Provider/s:** ACJTC will have primary responsibility to update the LMI materials in career resource area as they are provided by regional analyst.	II

***Alternative formats and languages available** LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming.
Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility

STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Detailed Information on Job Required Knowledge, Skills and Abilities CORE	Specific knowledge, skills and abilities as communicated by hiring sources; generally accepted skill standards as established on local, state, regional, national or international basis.	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC, JS, and DRS or SSB	II
Initial Assessment/Intake CORE	Gathering of core data elements describing individuals and their needs and/or interests in seeking services from the employment and training system. Exposure to the broad menu of services available, as well as choices in where and how services can be delivered. Initial plan for meeting those needs available.	Responsible: Joint, Vocational Rehabilitation (VR) or State Services for the Blind (SSB) as appropriate **This Workforce Center Provider/s:** ACJTC, JS, and DRS or SSB	II
In-Depth Testing and Assessment RESTRICTED	More extensive tools applied in resolving appropriate plan of action in achieving customer goals. Proficiency testing to establish skill levels, aptitude testing, preference testing, hands-on vocational exploration, temperament, personality and other testing available as needed.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB JS (specific employer requested testing)	II
Personal Profiling for Labor Market Viability (YEAR ONE) RESTRICTED	Analysis of an individual's skills, education and work history in context with their employment goals and the labor market conditions. Objective data concerning the likelihood of finding employment within targeted geographic areas. First year restricted to likelihood to exhaust reemployment insurance.	Responsible: Joint **This Workforce Center Provider/s:** JS, ACJTC, and DRS or SSB	I

***Alternative formats and languages available** **LEO/WC (PIC):** Local area representatives may provide for service directly or contracting or teaming
Job Service: Job Service has major responsibility but may coordinate with other entities **Joint:** Services should be offered through a team whenever feasible, with shared responsibility **STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE**

JOBSE ER SERVICES AT WORKFORCE CENTER (con ed)

Service	Definition	Local Provider	Standard
Income Support RESTRICTED	Income support, such as Reemployment Insurance, Extended Benefits, Trade Readjustment Assistance, Disaster Unemployment Assistance, etc., for qualifying workers.	Responsible: Reemployment Insurance **This Workforce Center Provider/s:** JS	I
Career Decisionmaking Skills RESTRICTED	Instructional materials concerning the logical process of making informed choices about occupational training, job search, and acceptance of employment. May be conducted in groups or individually.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB	III
Career Counseling RESTRICTED	Guidance in interpreting and using available resources to make informed career choices. May include individual or group activities, such as separation grief groups for dislocated workers, and any other activity that would improve employability, other than occupational training.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB	III
Case Management RESTRICTED	Long-term guidance and support through the process of finding and using a variety of services leading to economic self sufficiency. Program unique case management will be coordinated and offered in compliance with the law as required.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB JS (Veterans)	III

*Alternative formats and languages available LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

1-G-3

JOBSEE 'R SERVICES AT WORKFORCE CENTER (cont ed)

Service	Definition	Local Provider	Standard
Availability and Quality of Education and Training Programs CORE	Information on options for long- and short-term education and training, detailing the locations, methods of instruction, schedules, application process and requirements. Qualitative information concerning the employment status of specific course or major graduates, wages, and completion rates.	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC and DRS or SSB	II
Training Assistance RESTRICTED	Financial assistance in payment of tuition, books and fees for institutional training. Reimbursement for on-the-job training or payment of work training at public or private non-profit agency. May include entrepreneurial training in the development of marketing, business and financial plans.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB	III
Classroom Training RESTRICTED	Basic skills to update and prepare for further training or complete high school or General Education Degree (GED). Some occupational training under certain circumstances.	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC and DRS or SSB Classroom training coordinated with Metro North Learning Lab -- occupational training purchased by ACJTC and DRS or SSB.	III
Supportive Services RESTRICTED	Direct payments to eligible individuals and referrals to alternate resources for those needs not covered or those individuals not eligible. Support services can include transportation, childcare, clothing, testing fees, etc. On-site childcare is available in selected locations.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB JS (Veterans)	III

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JOBSE' ER SERVICES AT WORKFORCE CENTER (con ued)

Service	Definition	Local Provider	Standard
Job Development CORE	Outreach into the employer community to encourage the listing of job openings for general applicant pool. Marketing of available services to exert a significant presence. Types of marketing techniques may include video, press releases, brochures, telemarketing, newsletters, direct mailings, etc.	Responsible: Job Service **This Workforce Center Provider/s:** JS	II
Special Job Development RESTRICTED	Specific individual job development as in the case of on-the-job training or the design of adapted job duties to allow the employment of individuals with special needs (as described in the local plan).	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC, JS, and DRS or SSB	III
Job Listings CORE	Information on current job vacancies, including required skills, knowledge and abilities, wage and hours, benefits, location of work. Available on a local, state and national level.	Responsible: Job Service, VR or SSB as appropriate **This Workforce Center Provider/s:** JS	I
Hiring Requirements CORE	General information on how to gain access to other job openings such as hiring done through union halls or internal system listings, such as civil service exams.	Responsible: Job Service, VR or SSB as appropriate **This Workforce Center Provider/s:** JS and DRS or SSB	I

***Alternative formats and languages available** **LEO/WC (PIC):** Local area representatives may provide for service directly or contracting or teaming. **Job Service:** Job Service has major responsibility but may coordinate with other entities **Joint:** Services should be offered through a team whenever feasible, with shared responsibility **STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE**

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JOBSE ER SERVICES AT WORKFORCE CENTER (con ued)

Service	Definition	Local Provider	Standard
Job Search Skills (Various components) CJS: CORE OTHER: RESTRICTED	The preparation of individuals or groups of individuals to plan and execute an efficient investigation of employment opportunities and the effective marketing of their skills and abilities. A variety of components and methods of instruction can be used. Covers areas of skills identification, understanding where potential jobs can be found, organizing your job search, interviewing, applications and resumes.	Responsible: Joint, VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC, DRS, and JS	III
Employer Videos/Employer Profiles CORE	Annual reports, reference books and employer-generated documents and videos to help jobseekers determine whether employer opportunities should be pursued, and to prepare for successful interviewing and employment through a better understanding of the work environment.	Responsible: Job Service **This Workforce Center Provider/s:** JS	II
Screening and Referral to Jobs (Job Match) CORE	Specific employer information on job openings, often including an interviewing appointment, for which an individual has been matched as suited to employer requirements.	Responsible: Job Service, VR or SSB as appropriate **This Workforce Center Provider/s:** JS has primary responsibility and will coordinate referrals with ACJTC and DRS or SSB as appropriate.	III

1-G-6

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JOBSE ER SERVICES AT WORKFORCE CENTER (con ued)

Service	Definition	Local Provider	Standard
Earned Income Tax Credit RESTRICTED	Monthly reimbursement to workers eligible for tax credit	Responsible: LEO/WC (PIC) **This Workforce Center Provider/s:** ACJTC, JS, and DRS or SSB Staff will inform and encourage access to the Earned Income Tax Credit.	III
Comprehensive Referral Network CORE	Electronically linked and maintained data bank on all services and organizations, as well as basic eligibility information on those services; names, addresses and hours of operation. Ability to transfer basic data as requested to linked agencies.	Responsible: Joint **This Workforce Center Provider/s:** First Call For Help computerized referral data base is accessible on-site for staff and customers. If additional federal dollars are received, an internal data bank of all E&T services would be developed. In addition, we would anticipate the State will develop a data bank system to be used by Workforce Centers.	II
Follow-Up Services RESTRICTED	Counseling and supportive services to eliminate barriers targeted at allowing employed individuals to continue employment.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **This Workforce Center Provider/s:** ACJTC and DRS or SSB	III

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Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility.
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EMPLO' 1 SERVICES AT WORKFORCE CENTER

1-G-8

Service	Definition	Local Provider	Standard
Employer Library and Seminars CORE	A collection of information of interest to employers concerning opportunities and requirements for business. Seminars may bring in experts on areas such as Americans with Disabilities Act, Workers' Compensation, Family Leave Act, Reemployment Insurance Tax, etc.	Responsible: Job Service **This Workforce Center Provider/s:** JS and DRS	II
Skill-Based Jobseeker Pool (both individual & aggregate) CORE	Easily accessible lists of individuals catalogued based on skills rather than general job titles or categories. This list can give aggregate data such as numbers of individuals with certain specific skills for labor force planning.	Responsible: Job Service **This Workforce Center Provider/s:** JS	II
Account Representative Service -Assistance with Describing Job Requirements -Listing Job Openings -Screening Jobseekers for Referral RESTRICTED	Customized service pairing an account representative with a particular company in an ongoing relationship. Designed to enhance the full comprehension of unique employer preferences and needs.	Responsible: Job Service, VR or SSB as appropriate **This Workforce Center Provider/s:** JS will have primary responsibility and will coordinate efforts with ACJTC and DRS or SSB staff who have employer contacts.	I

*Alternative formats and languages available LEO/WC (PIC): Local area representatives may provide for service directly or contracting or leaming
Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility
STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

EMPLOY SERVICES AT WORKFORCE CENTER (contin d)

Service	Definition	Local Provider	Standard
Employer Requested Testing (i.e. proficiency testing) RESTRICTED	Administration of specialized testing as requested by employers to help identify preferred candidates. May include achievement, proficiency, or any other validated measurement.	Responsible: Job Service, VR or SSB as appropriate **This Workforce Center Provider/s:** JS Specific employer requested testing may also be coordinated with DRS or SSB.	I
Americans with Disabilities Act (ADA) Compliance Information CORE	Information on the requirements of the ADA so that employers are able to understand and make provisions for compliance with this legislation. Training for individuals and groups.	Responsible: Job Service, VR and SSB **This Workforce Center Provider:** JS, DRS, and SSB will be responsible and will coordinate as needed.	I
Business Planning Data -Census Data for Marketing, etc. -Labor Standards Information -New Employer Information RESTRICTED	Facts that are generated on a local, state and national level that will help with the creation of a business and/or marketing plan. Basic laws and regulation information employers need when starting or expanding a business, or making other significant business decisions.	Responsible: Joint **This Workforce Center Provider/s:** JS will have primary responsibility. ACJTC and DRS will coordinate with issues relating to training and economic development in the county.	I

*Alternative formats and languages available LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming
Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility
STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

EMPLOY SERVICES AT WORKFORCE CENTER (contin d)

Service	Definition	Local Provider	Standard
Local, Statewide and National Labor Market Information **DATA: CORE** **ANALYSIS: RESTRICTED**	Basic data on the types of employment enumerated by region, with wage and trend details organized and analyzed by labor market experts. Aggregate and component analysis available, and customized analysis performed on cost reimbursement basis.	Responsible: MDES Regional Analyst **THIS WORKFORCE CENTER PROVIDER/S:** JS in cooperation with metro LMI staff.	I
Economic Linkages **INFORMATION AND REFERRAL: CORE** **ADVOCACY: RESTRICTED**	Connection for employers to existing resources to assist them in continuing, expanding or creating new businesses	Responsible: Joint **This Workforce Center Provider/s:** JS will have primary responsibility. ACJTC and DRS or SSB will have ancillary role.	III
Rapid Response to Layoffs of Employees RESTRICTED	Assistance with planning for the orderly transition of employees who are in jeopardy of imminent layoff or have already received notice of layoff.	Responsible: Joint **This Workforce Center Provider/s:** JS and ACJTC	II
Employer Tax and Registration Services (future) CORE	The registration of new businesses. This service will be available after the implementation of the new Uniform Business Identifier, a single code number that will be applicable throughout 10 different state agencies.	Responsible: Job Service **This Workforce Center Provider/s:** JS	I

***Alternative formats and languages available** LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming
Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Services should be offered through a team whenever feasible, with shared responsibility
STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

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EMPLOY SERVICES AT WORKFORCE CENTER (contin d)

Service	Definition	Local Provider	Standard
Linkage to Customized Training **INFORMATION AND REFERRAL: CORE** **ADVOCACY: RESTRICTED**	Identification of skill shortages and the connection with training resources most suited to providing training based on experience and success. May pool multiple employer shortages or work with a single employer.	Responsible: Joint **This Workforce Center Provider/s:** JS will have primary responsibility and will have direct involvement with DRS, SSB, ACJTC, technical and community colleges, and universities.	III
Employer Subsidy Information **INFORMATION AND REFERRAL: CORE** **SUBSIDIES: RESTRICTED**	A review of available subsidies for the hiring and/or training of employees. May include contracting for specific subsidies as appropriate.	Responsible: Joint **This Workforce Center Provider/s:** JS will promote subsidies to employers. ACJTC and DRS or SSB will orient employers to specific subsidies as appropriate.	III
Current Workforce Skills Assessment RESTRICTED	A study of current employees based on a skill-based assessment tool to identify shortages in planning for training or future labor force needs. This service is predicated on the establishment of an automated skill assessment system.	Responsible: Job Service **This Workforce Center Provider/s:** Will use the skill based assessment tool developed by the State.	I

'Alternative formats and languages available

LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming

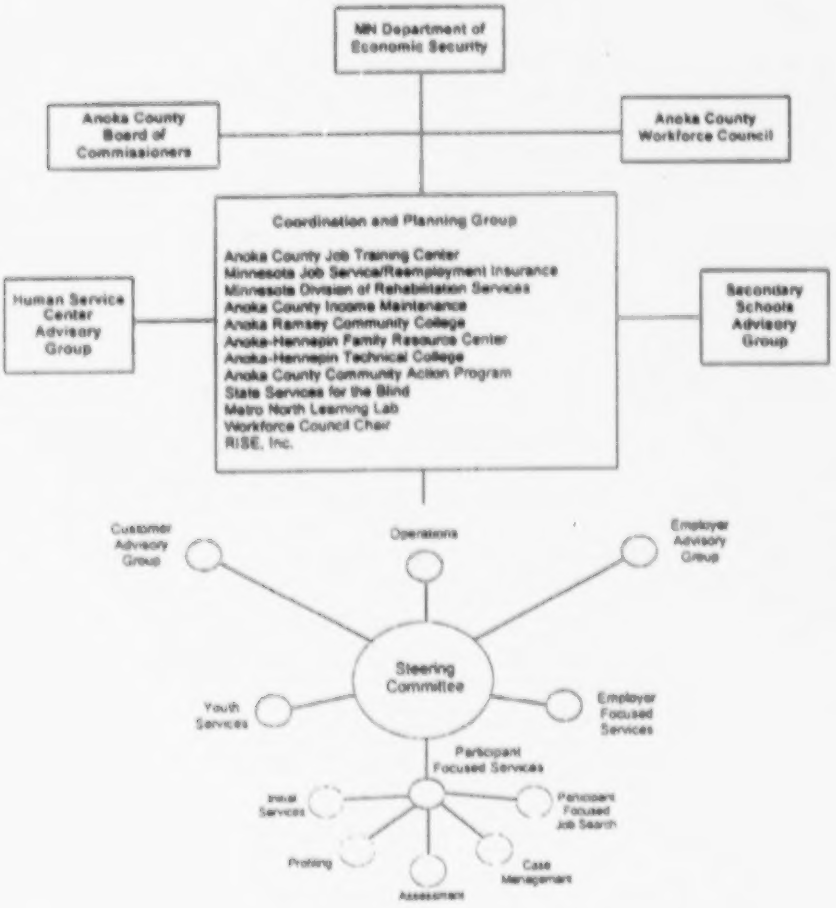
Job Service: Job Service has major responsibility but may coordinate with other entities

Joint: Services should be offered through a team whenever feasible, with shared responsibility

STANDARD KEY: I - STATE STANDARDIZED II - STATE CORE, LOCAL CUSTOMIZATION III - LOCALLY FLEXIBLE

ATTACHMENT 2-A
ORGANIZATIONAL OVERVIEW OF ANOKA COUNTY, MINNESOTA, ONE-STOP SYSTEM

MINNESOTA WORKFORCE CENTER OF ANOKA COUNTY
CURRENT ORGANIZATIONAL OVERVIEW


MN Department of Economic Security
Anoka County Board of Commissioners
Anoka County Workforce Council
Coordination and Planning Group
Anoka County Job Training Center
Minnesota Job Service/Reemployment Insurance
Minnesota Division of Rehabilitation Services
Anoka County Income Maintenance
Anoka Ramsey Community College
Anoka-Hennepin Family Resource Center
Anoka-Hennepin Technical College
Anoka County Community Action Program
State Services for the Blind
Metro North Learning Lab
Workforce Council Chair
RISE, Inc.
Human Service Center Advisory Group
Secondary Schools Advisory Group
Customer Advisory Group
Operations
Employer Advisory Group
Steering Committee
Youth Services
Employer Focused Services
Participant Focused Services
Initial Services
Participant Focused Job Search
Profiling
Assessment
Case Management

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ATTACHMENT 2-B

EXCERPTS FROM WISCONSIN'S GUIDE TO CONVENING LOCAL COLLABORATIVE PLANNING TEAMS (1993)

II. COME TO THE TABLE

A. Identify Common Ground Across Programs

As broad of an array as they comprise, employment and training programs share firm, common ground. *First, all of the programs are aimed at achieving progress for the people who participate in them.* Depending on the status of the participant when they enter a program, this may entail a range of steps from drug rehabilitation, to educational remediation, adjustment of attitude and work habits, specific skill training or retraining, and help with job search, placement and retention. But, *in order to serve participants at all, programs share in a fairly consistent functional pattern: they do intake, assessment (including writing a service plan) and case management.*

For the most part the real bottom line of employment and training programs is working with participants to get and keep a job. For this bottom line to stick, the job needs to be, or lead to, one that affords the participant the opportunity to be self-sustaining. For this reason, employment and training programs share a second common ground: *they need to have strong ties to the employers in their service area.* This includes a need to know what kind of training is in demand by employers and what the future of that demand is, and the need to be in position to satisfy that demand.

A third common ground shared by employment and training programs is that *they all exist because "society" entrusts with them the management of it's investment.* This means that for all the programs, the extent to which their outcomes satisfy society's intentions determines the usefulness of their existence.

Finally, all the programs share the common ground that *they require infrastructures in order to operate.* Office space, systems for planning and management, tracking, and reporting information, advisory councils, labor market information, FAX, phones, and copiers are all examples. Additionally, all of the programs will incur operating expenses such as for utilities, forms & supplies, legal and accounting fees, marketing, grant competition, and more.

B. Have a Table to Come To

Of course it's impossible to share common ground without communication between programs. A regular forum needs to exist for the partners to meet, discuss, plan, implement, and manage the coordination effort and the establishment of job centers.

Creating such a forum was the intent behind the Wisconsin Jobs Council's requirement that, within each JTPA region there exist an area wide Local Coordination Planning Team (LCPT). It was also required that each team write and begin implementing a

Local Coordination Plan and that the plan reflect the input and agreement of a broad base of partners in the local system.

As things stand, local planners and managers from various programs often are meeting to participate jointly in program-specific planning, work out contractual relationships, team up on funding proposals, and so on. While these are examples of items that might be addressed by sub-groups of the inter-program forum, they should not be confused with concerted, joint meetings aimed specifically at re-inventing inter-program relationships for the purpose of achieving a comprehensive, seamless, efficient and effective employment and training system.

It's an important fact that the Chief Local Elected Official was required to convene the first LCPT meeting. This assured that no local agency or program would appear to have an assumed leadership role. The intended message was that leadership of the local process was to be defined by the local stakeholders. What the experience of local areas to date seems to indicate is that local action can be formulated and carried out either by agencies acting as equal partners, or a strong-willed individual; what really matters is that the locale *choose* it to be so.

It is upon this basis that customer-oriented systemizing of local employment and training resources can occur, and, when systemization is extensive enough, job centers can be formed.

Following are examples of local joint planning structures that are currently active.

Employment and Training Programs:

◆◆◆

- *Aim to achieve progress for participants.*
- *Need strong ties to employers.*
- *Manage a societal investment.*
- *Need infrastructures to operate.*

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MODELS ITEM #1

Local Planning Structures

INTENT

To have a recognized local forum through which the administrators of employment and training programs meet, discuss, plan, implement, and manage the effort to achieve for customers a comprehensive, seamless, efficient and effective employment and training system.

FEATURES THAT HAVE WORKED LOCALLY

- Leadership of the team is agreeable to the program representatives. Critical to this is the perception that the leadership is program neutral. Among others, Chief Local Elected Officials and economic development staff have successfully met this need. The leader is able to act as a "turf buster."
- In customer service, the team finds a shared vision and mutual goals and these are real enough that the team can always fall back on them when major disagreements threaten the process.
- The team has broad participation by equal partners who regularly attend. Certainly, the minimum core partners (Job Service, Technical College, JOBS and JTPA) regularly participate.
- Team members have adequate decision making authority for the program or agency they represent, either because they are in that position or have the complete backing of their management.
- Meetings are held about quarterly and are conducted under published agendas and minutes. (Less often as systemization is accomplished.) Often a steering committee presides over several working groups, and the groups are charged with accomplishing specific tasks that enable the system to work in a unified way (such as will be discussed later in this guide).
- The team is connected to a DILHR coordination liaison to give input to policy formulation, have a read on policy direction, and troubleshoot inter-agency roadblocks.
- The team is used to at least review and comment on, if not also give input to and approve the official plans of at least the core partner programs.

LOCAL PLANNING STRUCTURES

Model Practice	**3-C's Advisory/Steering Committee**
Location	**Northwest Wisconsin Area (Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Taylor, Sawyer and Washburn Counties)**
Local Contact	Steve Terry, Local Coordination Facilitator Northwest CEP 100 W. Main Street P.O. Box 616 Ashland, WI 54806 (715) 682-9141
Materials Available	Area Wide Memorandum of Understanding Minutes of 3-C's Advisory/Steering Committee meetings Minutes of workgroup meetings Minutes of annual area wide coordination meetings

Description

The 3-C's Advisory/Steering Committee (A/SC) was charged – by a May 1990 areawide mini-conference – with the task of addressing local coordination issues on an ongoing basis. To this end, it has created a 3-tiered structure for areawide collaborative planning:

1. inter-agency workgroups that investigate – and make recommendations on – specific service delivery issues;

2. the A/SC, which meets quarterly to (a) address coordination policy matters, (b) create – and act on recommendations from -- the workgroups, (c) assist in developing major local program plans, (d) respond to the coordination directives associated with individual programs (e.g. JTPA Objectives and Coordination Criteria and 8% funding, etc.), and (e) exchange relevant information from its members; and

3. an annual "area wide coordination meeting", organized by the A/SC, at which the past year's coordination progress is reviewed and new issues raised to focus the coming year's work.

Structurally independent of its member agencies, the A/SC is positioned as a neutral advisor to these agencies. Its facilitator, though a PIC (CEP) staffer, was chosen on an inter-agency basis and has continued to serve since the Committee's inception. Meetings are conducted under published agendas and extensive minutes.

From the start, the A/SC has enjoyed broad-based representation and excellent attendance. Current membership includes the local administrative entities for JTPA, Job Service and VTAE, and a representative of the 10 local JOBS administrative agencies. Other members include CESA, CBOs, and regional representatives of state employment and training programs (i.e. DVR, Corrections, and Apprenticeship).

LOCAL PLANNING STRUCTURES

Model Practice	**Workforce Development Center Management Team**
Location	**Waukesha County Workforce Development Center (under development)**
Local Contact	Maurie Weitekamp, JOBS Manager Waukesha County Human Services Department 500 Riverview Avenue Waukesha, WI 53188 (414) 548-7225
Materials Available	MOU for a Workforce Development Center in Waukesha County Minutes of the WDC Management Team
Description	The WDC partners participate on a Management Team that (a) directs WDC development (full colocation expected by mid-1994), (b) oversees the interim coordination steps (e.g. joint procurement of assessment/testing, case management, and other services common to some or all partners), and (c) in addition to WDC policy and strategic planning, will perform the following ongoing system management roles. Program plan review. The Team conducts a peer review of each member's annual program plan in relation to the WDC's operations. Such review includes budget priorities, program design (including local E&T system service gaps), target group requirements, etc. Joint procurement of services. The Team develops and oversees a joint RFP process for services shared by the partners, with multiple funding sources supporting a single contractor that provides services to some (if not all) WDC partners. (Note: Funding decisions are made by an independent Proposal Review Board.) Management oversight (after colocation). The Team will oversee the performance of partners with assigned WDC management duties – e.g. Job Service for applicant intake, the PIC for maintaining the WDC computerized management information system, etc. In this capacity, the Team is authorized to make decisions regarding these types of ongoing management assignments. Team members include the County Executive's Office, the PIC, County DHS (JOBS/FSE&T/etc.), Waukesha County Technical College, Job Service, DVR, the county's Economic Development Corporation, and Partners for Education, Inc.

During the WDC development stage, the Team has been meeting on a bi-weekly schedule, under formal agendas and minutes. Partner attendance has been consistently high. The Team has also created three inter-agency staff workgroups -- "Customer Issues Team", "Move Coordinator Team", and "Management Information System Team".

ATTACHMENT 2-C
MEET THE AGENCIES COMBINING TALENTS AT THE WORKFORCE DEVELOPMENT CENTER IN WAUKESHA COUNTY, WISCONSIN

2-C-1

Meet the Agencies Combining Talents at the Workforce D

AFL-CIO:

Mission:

- Works with dislocated workers from union represented shops which are affected by mass layoffs or plant shut downs to find job training opportunities.

Number of Workers at WDC:

- 3

Benefits of WDC Integration:

"It's a full one-stop center, so people are no longer running all over like before. A lot of our people go to WCTC so they can just walk across campus. There's also easier access for the clients to see Kaiser and the Career Center."

Bunny Browning,
AFL-CIO representative

The WDC's Career Center offers personalized and on line help

Department of Health and Human Services:

Mission:

- Determines eligibility for AFDC, Medical Assistance and food stamps for those in need
- Deals with all able bodied persons who may, now or in the future, be required to participate in a work program through Kaiser or other agency. (The aged and disabled cases are handled at the Waukesha Office)

Number of Workers at WDC:

- 19

Benefit of WDC Integration:

"Clients can see their economic support specialist and their work program specialist at the same time. Before they were in two different locations. This means clients can register for work programs and go through the evaluation and assessment sooner. Ultimately, they will get back in the workforce sooner. In addition, the clients get access to the job service computer and other ammenities at the center."

Diane Ackerman
employment specialist supervisor

Kaiser Group:

Mission:

- Provides employment and training services to Job Training and Partnership Act populations such as dislocated workers, economically disadvantaged, at-risk youths
- Provides programming under JOBS (employment and training program for AFDC recipients)
- Offers employment and training programs for general assistance and food stamp clients
- Provides workshops which cover motivational development issues, job search skills, resume development, interviewing, etc.

Number of Workers at WDC

- 18

Benefits of WDC Integration

"The physical co-location of being within the center is great. We can physically take a person to an area like the WCTC Career Center and show them options. It's been real exciting to see the barriers broken down."

Randy Meyer
customer service manager

Checking out the new JobNet system in the WDC's Job Information Center

La Casa de Esperanza:

Mission:

- Provides Hispanic community with social and economic opportunities.
- Offers employment and training function through WDC. Other services such as ESL, home buyer program, early childhood intervention, etc. still provided at main office in Waukesha.

Number of Workers at Center:

- 3

Benefits of WDC Integration:

"We're able to work closely with all the agencies and can promote the center as a whole. So far, we've received positive feedback from clients."

Armando Acosta,
employment specialist

Partners for Education:

Mission:

- Identifies, creates, promotes and supports partnerships between K-12 schools and employers such as teacher externships, job shadowing, speakers, tours, mentors, etc.

Benefits of WDC Integration:

"Partners was included in the WDC to serve as a link between employers and schools to ensure a quality workforce for the future. We can't wait until the adult level for workforce issues to become important. We must have an influence earlier. This link between schools and employers makes our WDC different from other Job Centers.

Bill Baumgart, executive director

Private Industry Council

(Waukesha-Ozaukee-Washington):

Mission:

- Administrative agency for Job Training Partnership Act funds in a three county area
- Oversees funds for economically disadvantaged persons, dislocated workers, summer youth programs, older workers and other disadvantaged groups.
- Subcontracts delivery of these services to Kaiser, La Casa de Esperanza and AFL-CIO

Number of Workers at WDC:

- 13

Benefits of WDC Integration:

"Since we coordinate a lot of our planning and services with other agencies, being together in one place is a big asset. We can walk down an aisle and get information communicated and resolve problems quickly.

Len Coen, PIC President

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mbining Talents at the Workforce Development Center

Where People and Jobs Connect

~~*Checking out the new JobNet system at the WDC's Job Information Center*~~

~~Casa de Esperanza:~~

~~sion:~~

- ~~Provides Hispanic community with social and economic pportunities.~~
- ~~Offers employment and raining function through DC. Other services such as SL, home buyer program, arly childhood intervention, tc. still provided at main ffice in Waukesha.~~

~~ber of Workers at Center:~~

- ~~8~~

~~efits of WDC Integration:~~

~~"We're able to work closely with all the agencies and can promote the center as a whole. So far, we've received positive feedback from clients."~~

~~Armando~~
~~Employment specialist~~

~~Partners for Education:~~

~~Mission:~~

- ~~Identifies, creates, promotes and supports partnerships between K-12 schools and employers such as teacher externships, job shadowing, speakers, tours, mentors, etc.~~

~~Benefits of WDC Integration:~~

~~"Partners was included in the WDC to serve as a link between employers and schools to ensure a quality workforce for the future. We can't wait until the adult level for workforce issues to become important. We must have an influence earlier. This link between schools and employers makes our WDC different from other Job Centers.~~

~~Bill Baumgart, executive director~~

~~Private Industry Council~~

~~(Waukesha-Ozaukee-Washington):~~

~~Mission:~~

- ~~Administrative agency for Job Training Partnership Act funds in a three county area.~~
- ~~Oversees funds for economically disadvantaged persons, dislocated workers, summer youth programs, older workers and other disadvantaged groups.~~
- ~~Subcontracts delivery of these services to Kaiser, La Casa de Esperanza and AFL-CIO.~~

~~Number of Workers at WDC:~~

- ~~13~~

~~Benefits of WDC Integration:~~

~~"Since we coordinate a lot of our planning and services with other agencies, being together in one place is a big asset. We can walk down an aisle and get information communicated and resolve problems quickly."~~

~~Lee Cara, PIC President~~

Waukesha County Economic Development Corporation:

Mission:

- Promotes Waukesha County for business development - markets to businesses outside of area and works with existing companies to expand locally.
- Offers a comprehensive inventory of commercial and industrial land and buildings, long-term fixed rate gap financing through revolving loans, and information on labor force demographics and employment and training and programs.
- Non-profit organization with a 20 member board consisting of business, education and government representatives.

Number of Workers at WDC:

- 2

Benefits of WDC Integration:

"A primary issue in Waukesha County is the availability of workforce. By being housed here, we can help ensure the focus of the center is on helping companies find qualified people. Communication is more streamlined and efficient.

Walt Elish, executive director

Waukesha County Technical College:

Mission:

- Provides services of the Career Center such as career guidance activities, career planning workshops, resume and interviewing skills help and labor market information.
- Serves as testing site for ASSET, high school equivalency diploma & GED as well as apprenticeship testing and contracting fire and police testing.
- Offers graduates and students help in securing internships and permanent employment through Employment Opportunity and Co-op departments.
- Provides customized services for area companies through the Center for Business & Industry Services.

Number of Workers at WDC

- 27

Benefits of WDC Integration:

The WDC concept de-centralizes services so customers are not steered to a particular agency but to wherever specific needs can be met. There's a better and more unified flow of information which greatly benefits customers."

Jim Mullarkey, associate dean

Wisconsin Job Service:

Mission:

- Labor exchange: matching job seekers with jobs
- Labor market information
- Veterans' employment and training needs

New Feature:

New JobNet interactive touch-screen computer system allows general public to directly access jobs. This technology will also give people a menu of WDC services and allows them to register on-line.

Number of Workers at WDC:

- 31

Benefit of WDC Integration:

"Now we have direct access to all the other support and training services and we don't need to send people across town. It also facilitates communication immensely."

Diane Kostaan, district director

ATTACHMENT 2-D
TARRANT COUNTY CAREER CENTERS COORDINATION AGREEMENT (1996)

TARRANT COUNTY CAREER CENTERS
COORDINATION AGREEMENT

I. Parties to this Agreement:

A. Tarrant County Employment Network

Administrative Offices
2601 Scott Avenue, Ste 203
Fort Worth, TX 76103

Arlington Office
110 West Randol Mill
Arlington, Texas 76011

Resource Connection
1400 Circle Drive
Fort Worth, TX 76119

B. Texas Employment Commission

Arlington Office
979 North Cooper
Arlington, TX 76011

Mid-Cities Office
1809 Forest Ridge Drive
Bedford, TX 76110

Downtown Office
301 West 13th Street
Fort Worth, TX 76102

II. Purpose of this Agreement

The purpose of this agreement is to coordinate resources to ensure the effective and efficient delivery of workforce services in Tarrant County. This agreement will also establish joint processes and procedures that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of education, human service, job training and other workforce development services to Tarrant County residents.

Parties to this document agree to the obligations, performance and accomplishments of the tasks described in Section IV. Partners shall coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

III. Period of Agreement

This Agreement shall commence on the date it is executed and shall terminate on June 30, 1997, unless otherwise terminated upon thirty day written notice.

IV. Description of Roles and Responsibilities

A. Joint Responsibilities

1) Coordinated scheduling of orientation and other group activities involving shared customers.

2) Active participation in Site Based Management Teams, other Career Center Advisory Committees and Planning Meetings.

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3) Assistance in the development of an integrated case management system for customers, and after such development, actively participate in joint case management activities.

4) Assistance in the development of a coordinated employer services package that will be available at the Arlington Career Center.

5) With the assistance of the state automated system, maintain a single repository of job orders and applicants.

6) Participation in staff sharing and cross training arrangements as outlined under individual agency responsibilities.

7) Compliance with agency policies and procedures regarding client confidentiality and data security.

8) Pursue further integration of services which may include staff and resource sharing arrangements as appropriate to serve customers.

9) Participation in other one-stop career center activities (e.g., cost allocation plans) to ensure that one-stop project goals are attained and that action steps outlined in the strategic plan are implemented.

B. Individual Responsibilities:

1) **Tarrant County Employment Network**

a. Grant administration including grant management, fiscal activities, evaluation/reporting, and overall coordination activities.

b. Provide opportunities for cross training of staff, including but not limited to:

- Use of labor market products such as Texas CARES and Rescue;
- Outreach and recruitment activities associated with JTPA services;
- Orientation to JTPA intake, assessment, and case management processes;
- Orientation to the three day job search workshop package provided by JTPA; and
- Orientation to and use of additional Resource Room materials such as resume software, information and referral software, and internet access.

c. Assign TCEN staff to the current TEC offices to coordinate and implement the goals of the one-stop career center strategic plan.

d. TCEN Services under this agreement include:

- Orientation to JTPA and other career center services
- JTPA Intake
- Basic Assessment
- Career Planning/Case Management
- Coordinated job search activities
- Coordinated job development and job placement

Individuals needing more intensive case management services will be referred to the Arlington Career Center or Resource Connection Career Center until cross training for these functions are complete or additional funding is available for staff. Job search functions will be provided by TEC staff.

e. Assistance with set up of customer resource areas.

2) **Texas Employment Commission**

a. Assistance with planning, coordination, and reporting required to successfully proceed with the goals of the one-stop career center project.

b. Continued assignment of an Employment Interviewer position and other positions as necessary at the Arlington Career Center and Resource Connection Career Center. These assignments will be non-financial, staff sharing arrangements as of July 1, 1996. Staff will be responsible for the following activities:

- provide information on the Employment Service to job seekers and register individuals in the Employment Service system
- provide information on Unemployment Insurance (U-I) and assist individuals apply for U-I
- provide information documenting job seekers employment status and job search activities for program eligibility and U-I profiling
- participate in coordinated rapid response activities
- provide information on Trade Adjustment Assistance and assistance in filing TAA petitions
- provide information and referral services which encourage effective exchange of information between agencies, employers, and job seekers
- provide basic labor exchange information (e.g., job search and job development assistance, veterans services, America's job bank, automated labor exchange, Governor's Job Bank, employer contact program, and employment counseling).

c. Assignment of part time Veterans Employment and Training staff at the Resource Connection and on call as needed at the Arlington Career Center.

d. Provide opportunities for cross training of one or more JTPA staff to:

- provide basic labor exchange information to customers
- access three tiers of job listings provided by JOB Express
- provide information on filing Unemployment Insurance Claims
- document customers' employment status and job search activities

V. Authorized Signatures

I.V. Ferguson 4-29-96

I.V. Ferguson, TEC Regional Director Date

Judy McDonald 4-30-96

Judy McDonald, TCEN Workforce Development Director Date

ATTACHMENT 2-E
MEMORANDUM OF UNDERSTANDING FOR A WORKFORCE DEVELOPMENT CENTER IN WAUKESHA COUNTY, WISCONSIN (1992)

Attachment 8

MEMORANDUM OF UNDERSTANDING FOR A WORKFORCE DEVELOPMENT CENTER IN WAUKESHA COUNTY, WISCONSIN

PURPOSE AND MISSION

This agreement is entered into in a spirit of cooperation by the signatory agencies to describe how their various funding and institutional resources can be utilized to better serve mutual customers, both job seekers and employers, through an integrated system of service delivery operated in a single location, called the Workforce Development Center. It is understood that the development and implementation of this Center will require mutual trust and teamwork between the agencies, all working together as partners to accomplish shared goals.

The Mission Statement of the Workforce Development Center is as follows:

> The purpose of the Workforce Development Center is to advance the economic well-being of the region by developing and maintaining a quality workforce and by serving as the focal point for local and regional workforce development initiatives. This is to be achieved through the co-location and integration of employment, training, education and economic development services for job seekers, workers, and employers.

The objectives of the Workforce Development Center are:

1. To empower job seekers to actively achieve long-term economic self-sufficiency.
2. To assist employers in meeting their present and future workforce needs.
3. To meet participants' temporary economic and support service needs and strengthen the connection between economic assistance and preparing for work-related self-sufficiency.
4. To deliver necessary services in the most cost-effective and efficient manner possible.
5. To strengthen the bond between Waukesha County's economic development and employment and training programs by continual communication and coordination between the public and private sectors.

PARTICIPATING AGENCIES AND REVENUE SOURCES

The following are the agencies that shall form the Workforce Development Center, along with the potential sources of funding that each will bring to the planning process. These agencies shall comprise the Management Team (along with any other major service provider in the Center), which shall be responsible for the on-going operation of the Center.

Agency	Revenue Sources
W-O-W Private Industry Council, Inc.	Job Training Partnership Act Public & Private Revenues for Job Training Activities
Waukesha County Department of Health & Human Services	Job Opportunities and Basic Skills (JOBS) Food Stamp Employment and Training Funds General Relief Employment and Training Funds Children's First Program Funds
Waukesha County Technical College	Carl Perkins Vocational Education Act Adult Education Act
Wisconsin Job Service	Wagner-Peyser Act & related Employment Service Funds
Wisconsin Division of Vocational Rehabilitation	Vocational Rehabilitation Act
Waukesha County Economic Development Corporation	Public & Private Revenues for Economic Development Purposes
Partners for Education, Inc.	Public & Private Revenues for Educational/ Business Partnership Development

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JOINT PLANNING PROCESS

The signatory agencies commit themselves to a joint planning process wherein the annual plans of each agency's revenue sources will be mutually reviewed and discussed in relation to the operations of the Workforce Development Center. Particular focus shall be directed toward the Job Training Partnership Act, the Job Opportunities and Basic Skills(JOBS), Carl Perkins Vocational Education Act, and the Wagner-Peyser annual plans. Discussions shall include an overall review of the mission and service delivery approach of various grant funds, target group requirements, programmatic design, and budgeting priorities. The Center's Management Team shall be the body through which the joint planning process will take place. Meetings shall be conducted with the objective of obtaining consensus on joint planning decisions and shall occur periodically throughout the year in order to take into account the various timeframes for grant planning and implementation.

JOINT FUNDING OF SERVICE PROVIDERS

It is agreed that the following program activities will be mutually funded through a joint Request for Proposal process from the revenues sources indicated, to become operative no later than January 1, 1994:

AREA OF SERVICE	REVENUE SOURCES	COMMENTS/SPECIFICATIONS
Testing/Assessment	JTPA, JOBS	Separate layers of testing, assessment, and career exploration would be specified, each of which could be funded separately or on a combined basis. Testing for Job Service applicants would be included. Services under this RFP should be coordinated with other assessment services provided through WCTC.
Case Management	JTPA, JOBS, G.R./Food S.	Single agency to be funded to provide on-going case management services for JTPA & JOBS participants
Job Development; Employer Contacting	JPTA, JOBS	Single agency to be funded to provide job placements services to JTPA and JOBS job-ready applicants. The agency that is funded would be required to coordinate with Job Service and its Automated Matching System.
Personal Development Pre-Employment Groups	JPTA, JOBS	Single agency to conduct these group activities. This RFP could be combined with the Case Management RFP.
Job-Seeking Skills Workshops; Job Clubs	JTPA, JOBS	Single agency to conduct these group activities. Could require coordination with Job Service U.C. Workshops. This RFP could be combined with the Job Development RFP.
Services to Minorities	JPTA, JOBS	Single agency to perform services to targeted minorities.

It is possible that additional revenue sources, such as Carl Perkins Vocational Education funds, may be identified in the joint planning process to be part of these RFP processes.

Each Request for Proposals shall be jointly developed by the Management Team. (Any agency that intends to submit a proposal in response to the RFP must exclude itself from the RFP developmental process.) The RFP will contain the specific service and program requirements of each funding source, the amount of funds available from each source, the participation and performance levels expected, and a combined criteria for selection of the service provider. The Private Industry Council Office will be the lead agency for this mutual process, will issue the RFP on behalf of the funding agencies, and coordinate the review and recommendations to be developed on the proposals.

The joint recommendations from the granting agencies on proposals will be referred to the Proposal Review Board for funding decision. The Proposal Review Board shall be composed of three County elected officials and three Private Industry Council members from Waukesha County, appointed by the County Executive.

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Once an agency has been selected to provide a program service, each funding source shall execute a contract with the service provider for its funds. The granting agencies shall work together to coordinate the contract provisions to the same sub-agent. Likewise, a unified monitoring process between the granting agencies will be implemented, including joint monitoring reviews. The Private Industry Council Office shall be the lead agency in developing coordinated contracting and monitoring procedures. The Management Team will conduct the final performance evaluation review on all contracted services. These findings will be communicated to the Proposal Review Board.

COORDINATION WITH JOB SERVICE

As an integral part of the Workforce Development Center, the Wisconsin Job Service shall provide public labor exchange, labor market information, veterans employment services, and other services available through the Wagner-Peyser funds. These services shall include the services of the Automated Job Matching System.

The Job Service shall be responsible for the initial intake of all applicants to the Center through its Wagner-Peyser resources. The Job Service shall be the lead agency in developing common application or pre-application formats and procedures, acceptable to all funding sources. The intake process shall include a referral process to variously funded program activities in the Center.

COORDINATION WITH COUNTY ECONOMIC SUPPORT SERVICES

The County Department of Health and Human Services shall be responsible for development of procedures which coordinate services available to welfare recipients through its economic support unit with the employment and training services at the Center. This coordination includes linkages with child care and other support services, as well as co-location of economic support staff in the Center.

COORDINATION WITH VOCATIONAL REHABILITATION SERVICES

The Wisconsin Department of Vocational Rehabilitation shall participate in the development of the Requests for Proposals for Testing/Assessment and for Job Development/Placement, in order to assure that the RFP specifications include the service delivery needs related to DVR clientele. After the vendor selection process is completed for these two service delivery areas, it is planned that the Center's service delivery agent will respond to the DVR proposal process in order to include the DVR clientele in its service delivery functions.

REMEDIAL EDUCATION ACTIVITIES

Because of the critical importance of the development of basic math and reading skills in today's workforce, the Center will provide on-site classes in remedial education. Waukesha County Technical College shall be the lead agency for this function, through Adult Education Act and/or other basic education funds.

COORDINATION WITH ECONOMIC DEVELOPMENT ACTIVITIES

The Waukesha County Economic Development Corporation shall be responsible for coordinating various economic development initiatives with the Workforce Development Center, particularly in relating the workforce needs of new and expanding businesses. Included in this coordination will be the development of linkages with housing and transportation needs of the area workforce and referring employers to the Center to obtain job referrals. Through its contacts with area businesses, the Economic Development Corporation shall contribute to the employer data base and to overall private sector involvement in the Center.

COORDINATION WITH K-12 SCHOOL DISTRICTS

Partners for Education shall be the lead agency to coordinate Center activities with K-12 School Districts in Waukesha County, focusing on career information and school-to-work transition activities for area students and teachers and on partnership linkages between school districts and area employers.

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COORDINATED MARKETING TO THE COMMUNITY

The Private Industry Council shall provide staff at the Center to execute comprehensive marketing of the Workforce Development Center to the community, to implement centralized OJT training contracts with employers, and to oversee coordination of the job placement functions with the Job Service's Employer Relations Program, including exploration of the use of JTPA and JOBS funding for the Automated Matching System for use in the Center.

OPERATIONS MANAGEMENT AND ADMINISTRATIVE FUNCTIONS

The Workforce Development Center's Management Team shall be the body responsible for overseeing the operational management of the Center's activities. All of the lead agency functions designated in this document shall be subject to review and monitoring of effectiveness by the Management Team, in a spirit of mutual cooperation and development of high quality systems to serve the Center's customers. Decisions regarding the on-going management of the Center shall be made by the Management Team on a concensus basis.

The Waukesha County Department of Health and Human Services and the Private Industry Council Office, in close working relationship with the Management Team, shall share responsibilities of the operational management and the administrative functions of the Center, on the following basis:

1. Operational Management: The County Health and Human Services Department shall provide staff to conduct on-going operations management of the Center, including coordination of overall operational activities, development of operational policies and procedures, facilitating the interaction of Center agencies and staff, preparation of special reports on Center's activities, participation in the coordinated monitoring process, approval of centralized expenditures, coordination of the preparation of annual plans and budgets, assisting in the development of the Management Information System, preparation and monitoring of JOBS contracts, and development of integrated JOBS and income maintenance programming.

2. Administrative Management: In addition to coordinating the RFP, contracting and monitoring processes, the Private Industry Council shall maintain a computerized Management Information System which will collect and integrate data on program participants and employers utilizing the Center, after the MIS system has been jointly developed with all the members of the Management Team. The MIS system will be jointly supported by JTPA and JOBS funds. All of the participating agencies shall have input into the design of the data base and report formats, and have full access to the reports generated by this system.

ADOPTION AND AMENDMENT TO THIS AGREEMENT

Nothing in this agreement shall violate existing contracts. Signatories reserve the right to modify the scope, direction, structure and content of this agreement based on legislative changes, governing board directives, and funding availability.

This agreement is effective as of the date when all parties have signed the document, and it will continue in effect on an indefinite basis. This agreement may be modified at any time by mutual consent of all the signatory parties. Each signatory party withholds the right to discontinue its participation in this agreement upon 60 days written notice to all the other parties.

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AUTHORIZED SIGNATURES

This Memorandum of Understanding is agreed upon by the parties listed below on the dates indicated.

Daniel M. Finley
Daniel Finley, Waukesha County Executive
12-11-92
Date

Leonard F. Cors
Leonard F. Cors, W-O-W Private Industry Council, Inc.
12-11-92
Date

Pete W. Schuler
Peter Schuler, Waukesha County Department of Health & Human Services
12-11-92
Date

Richard C. Anderson
Richard Anderson, Waukesha County Technical College
12-11-92
Date

Diane B. Knutson
Diane Knutson, Wisconsin Job Service
12-11-92
Date

Frank Broder, Wisconsin Division of Vocational Rehabilitation
12/11/92
Date

Walter Elish
Walter Elish, Waukesha County Economic Development Corporation
12-11-92
Date

Sandra Freiling
Sandra Freiling, Partners for Education, Inc.
12-23-92
Date

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ATTACHMENT 2-F
ONE-STOP CAREER CENTER NON-FINANCIAL AGREEMENT FOR SERVICE DELIVERY AREA 12, ANOKA COUNTY, MINNESOTA (1994)

ONE-STOP CAREER CENTER
NON-FINANCIAL AGREEMENT FOR
SERVICE DELIVERY AREA 12

In accordance with the United States Department of Labor FY 1994 Solicitation for Grant Application for the period 1995-1998 to create a One-Stop Career Center System in Minnesota, the signators agree to work in good faith to follow the provisions of this agreement to create a One-Stop Career Center System in the One-Stop Service Area. See Governance, Information, and Funding flowcharts (Attachments A, B, and C respectively). For purposes of this agreement the One-Stop Service Areas shall be the same as the Service Delivery Areas under the Job Training Partnership Act.

Following are the main principles:

- The vision and goals outlined in Attachment D will be pursued.
- Programs to be integrated at One-Stop Career Centers will include:

  Employment Service Programs
  Dislocated Workers Programs
  Veterans Employment Service Programs
  Title II of JTPA
  Older Workers Programs
  Reemployment (Unemployment) Insurance Programs

- The following programs will be given direct or indirect access, in most cases full integration to the One-Stop:

  Minnesota Youth Program
  Jobs (STRIDE)
  FSET (Food Stamps Employment & Training)
  Work Readiness
  Vocational Rehabilitation
  State Services for the Blind

Additional employment and training programs specific to each One-Stop Service Area will also be integrated into the One-Stop Career Centers whenever feasible. Education and economic development partners are encouraged to participate in the One-Stops. Information on and initial access to all programs will be provided at One-Stop Career Centers whenever possible. The Minnesota Department of Economic Security shall be responsible for a universal data base and application, electronically shared among One-Stop Career Center providers.

Each One-Stop Service Area will come to an agreement between the local Workforce Council and the Local (Chief) Elected Official(s) on a two-year plan for grant recipient, administrative entity and program operator(s). This body will develop a joint plan for the design of their system within the state's parameters, with full consideration for the highest quality outcomes achievable.

The local plan design will be jointly developed and presented by the local Job Service and Job Training Partnership staff. This plan shall identify which services are to be provided to the customers. In each One-Stop Service Area, Job Service will be responsible for job development, job listings and job match for all One-Stop programs. The definition of job development is outreach into the employer community to encourage the listing of job openings for the general applicant pool and marketing available services to exert a significant presence. The definition of job listings is information on current job vacancies including required skills, knowledge and abilities, wage and hours, benefits, and location of work which is available on a local, state and national level. The definition of job match is obtaining specific employer information on job openings, often including an interviewing appointment, for which an individual has been matched as suited to employer requirements. Special job development coordination will be described in the local plan. Any variance from this policy must be approved by the Governor.
Jobseeking can be offered by various entities depending on legal requirements, local conditions and nature of clientele as identified in the local plan. The Job Service must agree upon the content and information provided by the application and/or resume systems and monitor those processes so that the skills identified are accurate and contain information necessary to do workforce exchange. Within the constraints of state and federal laws, the Job Training Partnership Act staff and Job Service staff within the One-Stop System will be actively involved in the Rapid Response activities of the Dislocated Workers Program.

In the development of a joint One-Stop System plan for each One-Stop Service Area, there is potential that the Job Service and Job Training Partnership staff will not be able to reach agreement. The Workforce Council and the Local (Chief) Elected Official(s) will be called on to resolve differences. If agreement is not reached, the Workforce Council and the Local (Chief) Elected Officials will refer the matter to be decided by the Governor through the Commissioner of the Minnesota Department of Economic Security. At that level a decision will be made taking into account demonstrated effectiveness in the specific activities under dispute as well as any mitigating local circumstances.

The One-Stop Service Area shall adhere to all performance standards set forth in the Minnesota One-Stop Career Center System plan, by the Governor's Workforce Council and local performance standards. Incentives for performance shall be based upon the combined performance of the One-Stop Career Center.

The Minnesota One-Stop Career Center System will encompass seventeen local One-Stop Service Areas, which represent a single county, city, or consortium of counties, These One-Stop Service Areas will be governed by the Local (Chief) Elected Official(s) and their appointed Workforce Council in an equal partnership. The Workforce Council is the first of three levels of governance within the Minnesota structure. The most direct decision making to assure customer satisfaction will take place at the local level with the Workforce Council and Local (Chief) Elected Official(s).

The Local (Chief) Elected Official(s) shall appoint a Workforce Council to meet all the requirements of the Job Training Partnership Act, Section 102. A Workforce Council will be made up of at least 51% private-sector representatives with recommendations from the general business organizations such as Chambers of Commerce. Up to one-third of the initial private-sector nominees will be from the Job Service Employer Committee. The Workforce Council Chairperson will be from the private sector. The Workforce Council can create subcommittees such as an applicant or employer subcommittee. Subcommittees may include non-members but the chair of the subcommittee must be a member of the Workforce Council. The size of the Workforce Council is determined at the local level, but at the minimum have the following representation: private sector, who shall constitute a majority of the membership of the council and who shall be owners of business concerns, chief executives or chief operating officers of nongovernmental employers, or other private-sector executives who have substantial management or policy responsibility; organized labor and community-based organizations, who shall constitute not less 15 percent of the membership of the council; educational agencies (which agencies shall be representative of all educational agencies in the service delivery area); vocational rehabilitation agencies; public assistance agencies; economic development agencies; and the public employment service.

One of the functions of the Workforce Council is to determine the most effective designation of administrative entities, grant recipients and program operators for the One-Stop Career Center, with the exception of Job Service as the administrative entity and grant recipient for Wagner-Peyser, Veterans' Title 38 programs, and Unemployment Insurance funds. The Workforce Council will be responsible for joint planning and collaboration as well as on-site reviews and oversight of program performance. They will select local priorities for services and target populations for supplemental programming within the Workforce Board, state and federal guidance parameters. They will assure non-duplication of services and a unified delivery within their One-Stop locations. The Workforce Council shall consult with the Job Service Representative and the Job Training Partnership Program Representative on all workforce development issues and these representatives shall have equal access to the Council and have the authority to bring agenda items to the Council for the Chair's consideration.

Minnesota will organize along labor market areas to set up six regional Workforce Investment Boards, known as Northwest, Northeast, Central, Southeast, Southwest, and Metro (See Attachment E). The Governor, in consultation with the Workforce Investment Boards in the affected areas, may redesignate the Workforce Investment Board areas as labor markets change. The Local (Chief) Elected Officials shall work with their Workforce Councils to establish the labor market Workforce Investment Board. The Workforce Investment Board shall consist of the Chair of the Workforce Council(s) (or his/her designee) and an Elected Official from each One-Stop Service Area. Additional members will represent regional organizations and labor market interests such as organized labor and economic development, shall not exceed 49% of the membership, and shall be appointed by the Local Elected Officials and Workforce Council representatives on the Workforce Investment Board.

The function of the Workforce Investment Board would be to coordinate employer services, strategic planning, economic development, outreach, public relations, and labor market research

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within the region. They would also recommend membership to the Governor's Workforce Development Council from among members of the local Workforce councils, set regional goals and standards as coordinated with state and local goals and standards, and shall participate in the development and usage of labor market information.

The Minnesota Department of Economic Security shall provide support to the Workforce Investment Board. Minnesota Department of Economic Security Labor Market Information staff will be located within the area of the Local Workforce Investment Board. The Labor Market Information staff person reports to both the Workforce Investment Board and to the Minnesota Department of Economic Security. The Workforce Investment Board may select its own additional staff. Resources for Workforce Investment Board activities would be provided from the Workforce Council.

The partners shall work together to the best of their ability to ensure no net loss of employment for their respective staffs and to develop appropriate training and development to provide a proper transition into new jobs and/or responsibilities.

The integration of employment and training programs in Minnesota will be supported by the creation of an administrative structure in the Minnesota Department of Economic Security which shall oversee the One-Stop Service System. This structure encompasses Job Service, Reëmployment Insurance, Labor Market Information, State Services for the Blind and the Division of Rehabilitation Services and Community Based Services employment and training programs.

A statewide Governor's Workforce Development Council will be the final stage of coordination. This will replace the Governor's Job Training Council and the Statewide Job Service Employer Committee. Membership of this Council will be in accordance with Title VII of the Job Training Partnership Act, with at least a majority of the members selected from the local Workforce Councils. Various subcommittees, including an employer subcommittee will be established. This Governor's Workforce Development Council recommends to the Governor goals for the development and coordination of the human resource system in Minnesota, including a strategic plan to achieve those goals, and a monitoring process that sets and evaluates performance indicators to insure a successful implementation of the plan. They would assess the needs within the State for workers by occupation or skill, needed workforce skill levels, and generally assess whether the type and availability of workforce programs within the state responded to those needs. Additional responsibilities lie in establishing a methodology to waive State and Federal rules and provision of law as recommended for improved quality of services to its' customers.

An Association of One-Stop providers will be developed to enhance the coordination of planning and management principles and capacity building. All members will be assessed a membership fee to accomplish organization. The membership meets on a monthly basis to update itself on Federal, State and local programming, and insure support for the integrated employment and training system in Minnesota.

BEST COPY AVAILABLE

We agree that the One-Stop Career Center System in this One-Stop Service Area will be operational on July 1, 1995.

One-Stop Service Area Signators:

9-6-94
Private Industry Council Chairperson/Date

8/24
Local Elected Official Chairperson/Date

9-6-94
Job Service Manager/Date

Attest John Jay McLinden

8/25/94
SDA Director/Date

Pamela McCabe
Assistant County Attorney

As approved by the Minnesota Department of Economic Security

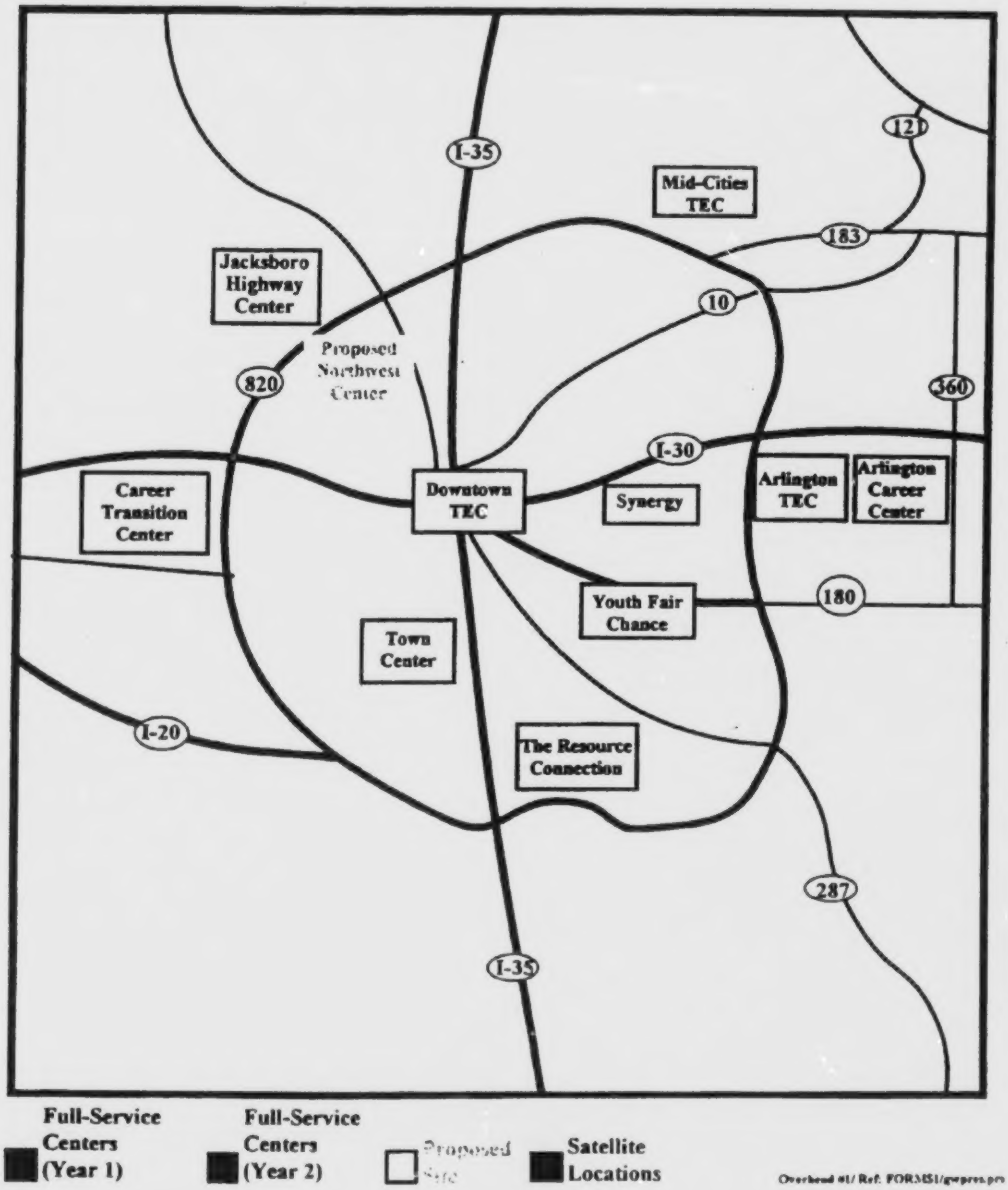
R. Jane Brown
Commissioner

9/12/94
Date

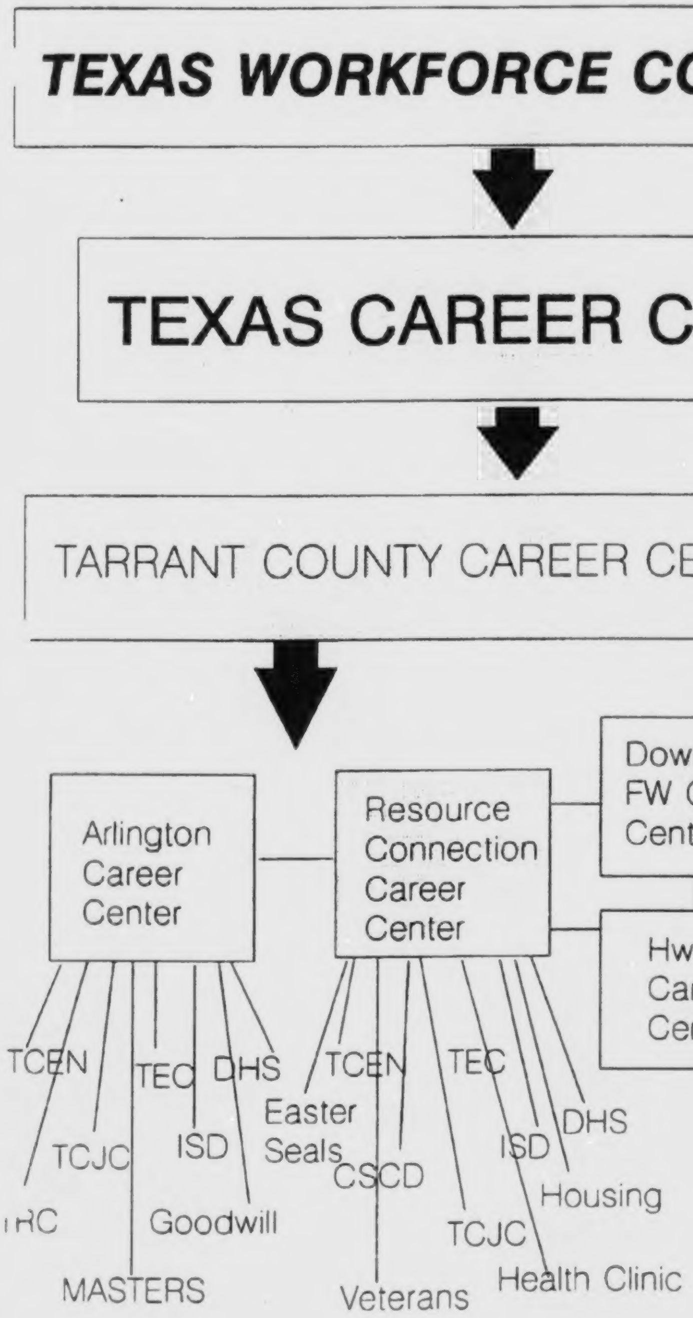
ATTACHMENT 2-G
TARRANT COUNTY (TEXAS) CAREER CENTERS: ONE-STOP ACCESS POINTS

Tarrant County Career Centers

One-Stop Access Points

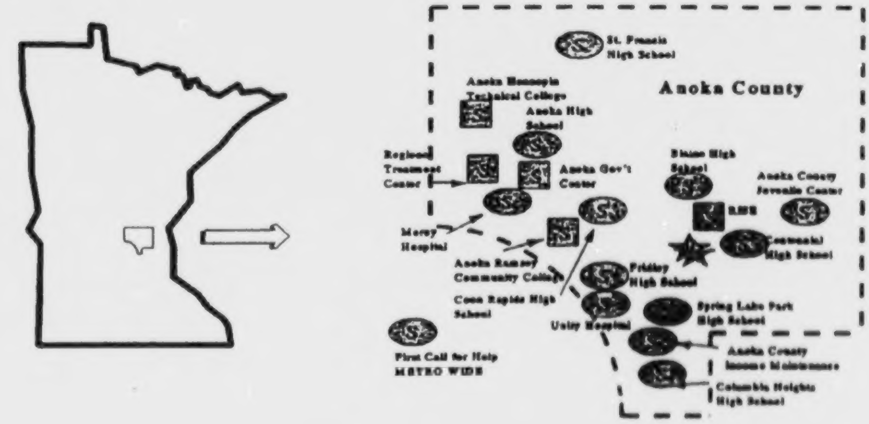

I-35
121
Mid-Cities TEC
183
Jacksboro Highway Center
10
Proposed Northwest Center
820
360
I-30
Career Transition Center
Downtown TEC
Synergy
Arlington TEC
Arlington Career Center
Youth Fair Chance
180
Town Center
I-20
The Resource Connection
287
I-35
Full-Service Centers (Year 1)
Full-Service Centers (Year 2)
Proposed Site
Satellite Locations

Overhead #1/ Ref. FORMS1/gwpres.pre


TEXAS WORKFORCE COMMISSION
TEXAS CAREER CENTERS
TARRANT COUNTY CAREER CENTER SYSTEM
Arlington Career Center
Resource Connection Career Center
Downtown FW Career Center
Town Center Career Ctr
Hwy 80 Career Center
Mid-Cities Career Center
TCEN
TEC
DHS
TCJC
ISD
RC
Goodwill
MASTERS
TCEN
TEC
Easter Seals
CSCD
ISD
DHS
Housing
TCJC
Health Clinic
Veterans

ATTACHMENT 2-H
MINNESOTA WORKFORCE CENTER
ANOKA COUNTY

MINNESOTA WORKFORCE CENTER-ANOKA COUNTY


St. Francis High School
Anoka County
Anoka Hennepin Technical College
Anoka High School
Regional Treatment Center
Anoka Gov't Center
Blaine High School
Anoka County Juvenile Center
RMS
Mercy Hospital
Centennial High School
Anoka Ramsey Community College
Fridley High School
Coon Rapids High School
Spring Lake Park High School
Unity Hospital
First Call for Help METRO WIDE
Anoka County Income Maintenance
Columbia Heights High School

The map illustrates how the three components of the Minnesota Workforce Center-Anoka County are linked.

★ The Minnesota Workforce Center-Anoka County.

This is the primary service point in the local employment and training system, providing the full array of employment and training services as well as a variety of necessary human services and serving as the hub of the local one-stop system.

● 14 Staffed Service Locations.

These sites are linked to the Workforce Center by formal two-way referral agreements and subcontract or purchase of service relationships. They include (a) sites where the Workforce Center has satellite offices and staff stationed (the two postsecondary training institutes), (b) training providers including local high schools, basic education, and secondary transitional education sites, and (c) smaller and highly-specialized service providers (especially community-based organizations) that serve targeted constituencies (e.g. juvenile offenders). These sites also have the capability to do prescreening and referrals.

▨ 5 Staffed Service Locations with Electronic Connections.

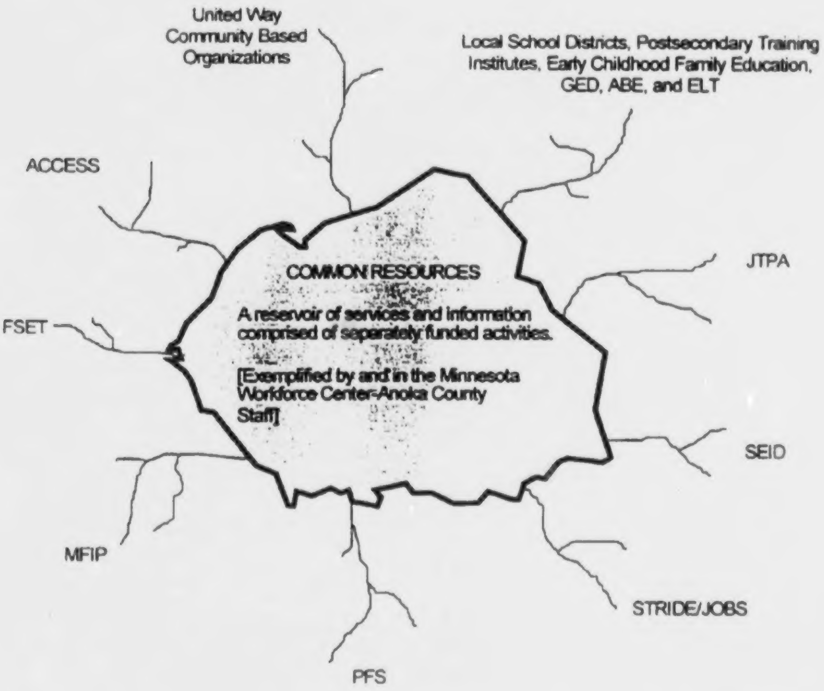
The same services which are available at staffed service locations are also available at these sites. In addition, these sites have electronic technology linking them to the hub site.

t:A:\HUBMAP.WPD

MINNESOTA WORKFORCE
CENTER-ANOKA COUNTY

A Working Metaphor:

7/96


United Way
Community Based
Organizations
Local School Districts, Postsecondary Training Institutes, Early Childhood Family Education, GED, ABE, and ELT
ACCESS
JTPA
FSET
SEID
MFIP
STRIDE/JOBS
PFS

COMMON RESOURCES

A reservoir of services and information comprised of seperately funded activities.

[Exemplified by and in the Minnesota Workforce Center-Anoka County Staff]

KS:tr H:\CLERICAL\WFC\METAPHOR

2-H-2

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ATTACHMENT 2-I
DAY-TO-DAY COORDINATION PROCEDURES FOR THE NEW LONDON *CONNECTICUT WORKS* CENTER

Attmt. 1

New London One-Stop Career Center
Memorandum of Agreement Addendum

In an effort to clarify the day-to-day coordination activities within the New London One-Stop Career Center the following is agreed to by the Department of Labor and the New London Regional Workforce Development Board (RWDB) specifically with respect to operations in the Career Services Center (CSC) in New London:

1. The Career Services Center within the New London One-Stop Career Center is managed on a day-to-day basis by **Carol LaBelle**, Program Manager for the Southeastern Connecticut Private Industry Council/Regional Workforce Development Board.

2. As Program Manager Carol LaBelle is responsible for ensuring the day-to-day coordination of assignments within the Career Services Center.

3. As Program Manager Carol LaBelle is also responsible for planning career services activities with the Department of Labor Job Center Director, Nancy Winker, and the Regional Workforce Development Board Executive Director, John Beauregard. This planning insures coordination with the overall activities of the One-Stop Career Center.

4. If in the course of performing day-to-day tasks within the CSC, DOL staff should have a question concerning their CSC responsibilities, they will contact the CSC Manager. The Job Center Director will support this policy by referring DOL/CSC staff with CSC questions to the Program Manager.

5. If in the course of coordinating day-to-day assignments and activities within the Career Services Center, the Program Manager should have an issue with a DOL employee that cannot be resolved directly with the employee, the Program Manager shall contact the Job Center Director to discuss the issue(s) and seek to jointly arrive at a resolution.

6. If in the course of coordinating day-to-day assignments and activities within the Career Services Center, the Program Manager should have an issue with a DOL employee that cannot be resolved directly with the employee, and any action proposed and carried out under item #5 fails to correct the problem, the Program Manager may request that the Job Center Director conduct an investigation into the matter and take appropriate action to resolve the problem.

7. Any action taken by the Job Center Director as a result of the terms outlined in item #6 above shall be done in conformity with established rules, procedures, and collective bargaining agreements, as appropriate, in each case.

8. Any problem directly involving an issue with the Program Manager shall be handled by the Executive Director in consultation with the Job Center Director, and, if necessary, by the One-Stop Management Committee. (See #9)

9. The parties agree to communicate openly and directly with each other and that every effort will be made to resolve any problems related to the Career Services Center in a cooperative manner and at the lowest level of intervention possible.

3-15-96
John Beauregard — Date
cutive Director
Southeastern CT Private Industry Council-
Regional Workforce Development Board

3/21/96
John E. Saunders III — Date
Deputy Commissioner
State of Connecticut
Department of Labor

C:\WPDOCS\DOCUMENT\ONESTOP2.AGR

ATTACHMENT 2-J
STAFF COMMITTEES FORMED TO GUIDE ONE-STOP DESIGN AND OPERATIONS AT THE MINNESOTA WORKFORCE CENTER IN ANOKA COUNTY

MINNESOTA WORKFORCE CENTER-ANOKA COUNTY
COMMITTEE MISSIONS AND MEMBERS
(Updated 9/6/96)

Career Assessment Committee Mission:

The ongoing development and provision of vocational assessment and career exploration and planning services for Workforce Center customers.

Job Training Center
*David Eckholdt

To Be Determined: A committee is currently working on Career Exploration workshops only.

Career Resource Center: Personal Computer Lab and Library Committee Mission:

Career Resource Center Committee concentrates on meeting customer and staff needs for materials, resources, and equipment related to the areas of exploring careers, making career choices, job transition, postsecondary training, financial aid, job search, and other related areas. We do this by supplying, displaying, and staffing the Career Resource Center to maximize use of resources.

Job Training Center
Bob Clague
*David Eckholdt
Joanne Kost
Gloria Markley
Bill McCloskey
Educational Opportunity Center Rep.

Child Care Committee Mission:

Achieve
Jackie Hildreth

Anoka County Community Action Program-Child Care Resource & Referral
Roejean Goodwin

Anoka-Hennepin ISD #11
Denny Carlson

Child Care Assistance
*Brenda Brannick

Family Resource Center
Vicki Thrasher-Cronin
Lon Lamprecht

Income Maintenance
Karla Beckman
Kris Jacobs
Pat Jernell
Kristin Kinney
Beverly Parker

Job Service/Reemployment Insurance
Char Morgan
Renee Spitzer

Job Training Center
Joanne Kost
Linda Martorano
Audra Rietschel

Risk Management
Bill Keller

*Denotes Facilitator

Customer Advisory Group Mission:

month

To provide ongoing input toward continuous identification of needs and improvement for quality responsive customer service to the Minnesota Workforce Center-Anoka County and to provide feedback on proposed and existing policies and procedures.

Job Service/Reemployment Insurance
*John LaBreche

Job Training Center
*Mary Walker

Rehabilitation Services
Phyllis Zander

State Rehabilitation Advisory Council
Andrea Everett

List of Individual Members
(to be filled in after 9/12/96)
1.
2.
3.
4.
5.
6.

Customer Evaluation Committee Mission:

how to involve

Child Care
Brenda Brannick

Job Service/Reemployment Insurance
Brian Lambie
Lowell Johnson
Mike Ryan

Job Training Center
Paula Given-Strand
*Kathy Sweeney

Rehabilitation Services
Miriam Jondahl
Jerry Skjolsvik

✓ Employer Focused Services Committee Mission:

To determine those areas necessary to enhance employers' accessibility to and participation in services and information.

Meets every other Thursday from 1:30-2:30 p.m.

Job Service/Reemployment Insurance
Don Doerfler
*Rhonda Mix
Brian Lambie
Nancy Stoffel
Rotate 2 account reps. for each meeting

Job Training Center
David Eckholdt
Susan Engmark
John Gonzalez

JoAnn Heen
Jon Hoffman
Carol Miller
Nellie Skordahl

Rehabilitation Services
Vincent Halm
Sue Ruble

tr H:\CLERICAL\WFC\COMMITTE.NEW

*Denotes Facilitator

Intake/Reception Committee Mission: < info

Coordinate the process to provide effective and efficient intake and reception services to our customers. This enables staff to provide services jointly and cooperatively.

Meets every other Thursday 3:00 - 4:00 p.m.

Income Maintenance
Bonnie Eskelson
Sandy Schelkoph
Sandy Carter

Job Service/Reemployment Insurance
Lori Aus
Gloria Kroone
Char Morgan
Renee Spitzer

Job Training Center
*Marsha Adkins
Cheryl Begin
Karen Griebenow
Donna Hess
Lu McDonnell
Audra Rietschel

Rehabilitation Services
Terry Saxton

Job Search Committee Mission: classes / job seeking / DRS/JS/

To integrate, develop, and evaluate Workforce Center Job Search Workshops and Job Club components that are designed to meet the needs of internal and external customers. >

Income Maintenance
Beverly Parker

Job Service/Reemployment Insurance
Wendy Dorholt
Fredi Ketchum
Brian Lambie
Tom Tresler

Job Training Center
John Gonzalez
*JoAnn Heen
Sharon Lowry

Rehabilitation Services
Vinnie Halm

Up-Front Five Committee Mission: (technology / public access) physical layout computer tools

To provide easily accessible, quality services to unemployed and underemployed people in the Job Search and Career Resource areas. Planning, coordinating, implementing, and facilitating the services in those areas.

Job Service/Reemployment Insurance
Don Doerfler
Carol LaBonte

Job Training Center
Marian Dowidat
David Eckholdt
Marge Ervasti
Alice Flint
*JoAnn Heen
Donna Hess
Meeghan Hiykel
Sharon Lowry
Nellie Skordahl

Income Maintenance
Chris Plombom

e:H\CLERICAL\WFC\COMMITTE.NEW

*Denotes Facilitator

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Workforce Center Budget/Accounting Committee Mission:

Establish and monitor budget based upon available resources. Establish and maintain a cost allocation plan for the Workforce Center. Review spending requests from other Workforce Center committees.

as needed

Job Service/Reemployment Insurance
Char Morgan
Mike Ryan

Job Training Center
Paula Given-Strand
*Jerry Vitzthum

Rehabilitation Services
Tom Becker

Workforce Center Staff Training Committee Mission:

Identify the priority needs for Workforce Center staff capacity building efforts and strategies. Through these efforts we will formulate action plans to implement appropriate training sessions.

Training staff
Staff meetings.

Child Care
Brenda Brannick

Job Service/Reemployment Insurance
Gloria Kroone
Lowell Johnson
Nancy Stoffel

Job Training Center
Sandy Froiland
*Kathy Sweeney

Income Maintenance
Beverly Parker

Rehabilitation Services
Tom Becker

*Denotes Facilitator

ATTACHMENT 2-K
BUILDING TEAMWORK AND LINKING ONE-STOP STAFF USING A CENTER NEWSLETTER: MINNESOTA WORKFORCE CENTER IN ANOKA COUNTY

WORKFORCE CENTER
WEEKLY UPDATE

Weekly newsletter for staff of the
Minnesota Workforce Center Blaine
Week of June 17 through June 21, 1996

EMPLOYER UPDATE!!!!!

Check out employer listing for a shim stock inspector for Carbide Tool in Anoka. Job Order MN1646740: Pays $8 to $9 an hour plus health insurance & 401K- 44 hours a week. Factory experience helpful, but employer will train person with mechanical aptitude. Do any of your clients fit this job listing? John LaBreche (785-6485) is the account rep for this employer.

EMPLOYER OPEN HOUSE

Copper Sales, Inc in Anoka hosted an open house last Thursday. They have listed several clerical and warehouse positions with us. John Labreche is the account rep for them. Copper Sales manufactures metal roofing, fascia panels and trim for buildings. They are in a big new building in the new business development in Anoka behind Anoka-Hennepin Technical College. John met Kim, the personnel rep with whom he has been working with several job orders this year. This appears to be a growing company, with whom we have already received many job listings and hopefully many more.

ON THE MOVE

Welcome to staff of Anoka County Income Maintenance who have joined the Workforce Center. Some Income Maintenance staff have moved into areas in the JTC area and some moved into 3rd floor.

The following JTC people have moved to 3rd floor:

Audra Rietschel
Bill McClosky
Bob Clague
Carol Grinde
Carol Schmelzer
Craig Christenson
Joanne Kost
Jon Hoffman
Linda Martorano
Martha Benton
Mary Walker
Jeanine Merkle
Jerry Hill
Sandy Froiland
Tracy Guimont
Nathan Williams

There will be a bin in the JTC mail room marked "3rd Floor" if you have mail for these people now on 3rd floor.

REQUESTS FOR COUNSELING

Jon Hoffman in the career library of the Job Search area says that if any staff person has a request from a client for career counseling, that you can refer the client to him at the career library.

WORKFORCE CENTER TOURS

Because our Workforce Center here in Blaine was the first to open and, according to me, is the best, we are getting a lot of requests for tours of our center. We want to keep a record of the number of tours that are being given, so a process has been established to do this and to give uniformity to the tours that are being given. If you get a request for a tour of our center please get the information listed on the "Request For Tour" form attached. Then give Rhonda Mix, the marketer (785-6487), this information. Rhonda will notify the agencies of the upcoming tour. Packets can be made up for the tour. The person giving the tour should contact Rhonda regarding the packets. Also a checklist is being established to be used by the person giving the tour, to insure that certain areas of the center are always shown.

NOTE:

There was a sharp drop in Minnesota's Unemployment Rate for May.
Minnesota's seasonally adjusted unemployment rate was 3.4 percent in May, down from 3.7 percent in April.

INTERNET INFO

Ten major newspapers have combined their Help Wanted listings in a World Wide Web database. Right now job seekers can check The Boston Globe, Chicago Tribune, Los Angeles Times, New York Times, San Jose Mercury News, the Washington Post and others at a single URL: <http://www.careerpath.com/>

MINNESOTA
WORKFORCE CENTER

If you have info that you'd like to submit for this staff newsletter, please contact Rhonda Mix at 785-6487.

WORKFORCE CENTER WEEKLY UPDATE

Weekly newsletter for staff of the
Minnesota Workforce Center Blaine
Week of June 24 through June 28, 1996

EMPLOYER UPDATE!!!!!

We had 38 new job listings during this week for our service area. These job listings represented a wide range of occupations. Be sure to check the new job listings daily.

OUR WORKFORCE CENTER SUCCESS STORIES:

☺As a result of an ad placed in the Southern Anoka County Chamber of Commerce newsletter, Darin Crawford from Minikahda Mini Storage contacted our center and listed a clerk position. Jerry Hill, a CWEP (Community Work Experience Program) client of Darrell Grove who has been working at JTC, applied for the position and was hired! The employer is thrilled because they had (prior to listing with us) placed a newspaper ad and gotten only one response from someone who wasn't interested in the hours. Darin said he got many qualified applicants from listing with us and it didn't cost him anything. We have many happy players here: the chamber is happy because they have a happy member, the employer is happy because he got applicants and a good hire and of course Jerry Hill and Darrell Grove are happy.
CONGRATULATIONS AND BEST WISHES TO JERRY HILL!!!

☺Jody Schanilec, senior vocational counselor, has a great success story also. A client of hers in the SCSEP (senior community service employment program), who was working at Goodwill Easter Seals through this program, was hired on in April 1996 by Goodwill Easter Seals. The client called Jody last week to say how she loves her job.

EMPLOYER TOUR:

SYSCO MINNESOTA was toured last week by Don Doerfler, Ron Wolter (their account rep), Curt Strum, and Brian Lambie. SYSCO MINNESOTA is a food distributor to institutions and restaurants (chain & independent). It is part of a national company with several dozen distribution centers. The location in Moundsview sends out 100 truckloads per day. 80% of the warehouse jobs are night shift. Seniority requires that it takes from 1 to 20 years to move into the day shift. This is a union shop with starting pay at 75% of full scale. It takes several years to reach full pay. Parttime, temporary & seasonals needed to fill in during the busiest season -summer & for vacationers. Salespersons (marketers) are mostly hired from the current associate marketers on board. People can be hired from the "outside" into sales if the person has experience in food service/restaurant work. Sales persons are always being sought & interviewed. The company needs resumes of people on file to call up. (Thanks to Don for this report.)

LAST CHANCE TO ORDER SWEATSHIRTS & POLO SHIRTS:

If you want to order a sweatshirt or polo shirt with the Workforce Center logo, please get your order in by Friday July 5th. Submit your order and check made payable to RHEAUME'S HOUSE OF LETTERING, INC. to Rhonda Mix or Char Morgan through Wed. 7/3 or Nancy Stoffel on Fri 7/5. The polo shirts are maroon color. They are Hartwell brand, 50/50 blend, made in the USA. Sizes S - XL = $18.64 XXL = $19.41. The sweatshirts are ash heather (gray) color. They are Lee brand 9oz 50/50 blend, made in the USA. Sizes S - XL = $18.35 XXL = $20.77. A sample of the polo and sweatshirt is being sent to Rhonda today (7/1) so should be here on Tuesday 7/2 for you to look at if you'd like.

MINNESOTA

WORKFORCE
CENTER

THE ICE CREAM SOCIAL:

An ice cream social was held on Thursday June 27 for staff of the Workforce Center. It was held inside due to the very HOT weather that day. It tasted good to have something cold on such a hot summer day. Thanks to Marsha Adkins and Nellie Skordahl from JTC and Char Morgan from JS/RI for your help in putting this on. Also, thanks to all the supervisors and leadpeople for paying for it! Have a happy and safe Fourth of July holiday!

If you have info that you'd like to submit for this staff newsletter, please contact Rhonda Mix at 785-6487.

ATTACHMENT 2-L
A NEWSLETTER ARTICLE DESCRIBING A ONE-STOP PARTNER RETREAT IN LUCAS AND WOOD COUNTY, OHIO

The One-Stop Link

Vol. 1 No. 6 Ohio's One-Stop Career Center System September, 1996

INSIDE

Lucas and Wood Counties One-Stop System retreats......1

One-Stop Work Team Monthly Update..........2

"What You Measure is What You Get!"..........2

National Workforce Development Performance Measures Initiative..........3

The One-Stop System and the Disabled Customer: Can the Concept of Universitality Meet Their Special Needs?..........3

LUCAS AND WOOD COUNTIES ONE-STOP SYSTEM RETREAT

Andrea Carmean
Toledo Area PIC

Oh, there have been times when the partners in Lucas and Wood Counties have been tempted to retreat from the problems and barriers of putting a One-Stop system together. This was especially true once the basics of the system were put in place; the obstacles to implementing the finite details become frustrating, to say the least. Rather than turn their backs on the success attained thus far, the partners decided to conduct a half-day retreat to:

1) identify a structure that would expedite decision-making; and,
2) set realistic goals for the next eighteen months which will take the system six months past the end date of the grant.

The objectives for the retreat were set after each and every partner had an opportunity to "air" their frustrations. The grievances were identified at individual work group meetings, Governance Council meetings, and through surveys sent to each participating member of the system. Among the frustrations noted was the cumbersome decision-making structure.

Originally, all expenditures needed to go through the Administrative Work Group, comprised of representatives from each partner agency, for approval. This delayed the ability of work groups to take action to meet the immediate needs of the system. To further complicate matters, programmatic decisions went from the individual work groups to the Administrative Work Group and then to the entire Governance Council for approval. It could take two to three months for any action. Frustration was building.

Additionally, the original timetable and objectives were modified to fit the reality of implementation. This was done in a piece-meal fashion to fit the needs and situations of the specific work groups, which meant that as a total project, we lost our focus. For the partners of the Lucas and Wood Counties One-Stop system, these changes brought confusion as to what was actually being, and planning to be, accomplished. We lost our map, we had no compass, and we didn't know where we were going as a total project. An always lurking in the background was the issue . . . where do we go once the grant goes away?

All of these issues and frustrations we hoped to deal with during our retreat. With the aid of an outside facilitator, the members of the Administrative Work Group and the Chairs of each work group utilized a compressed brainstorming and planning process, which each benefitted Mead, Ford, Alcoa, and General Motors Corporations, to name a few. Together we brain stormed on all of the possible decision-making structures, from a benevolent dictatorship to letting each agency which houses a One-Stop Site run it by itself.

The option that received the support of the majority of the partners was to remake the Administrative Work Group into the Governance Council with the

(Continued on page 4)

The One-Stop Link

Ohio One-Stop Career Center
System Office
Ohio Bureau of
Employment Services
145 South Front Street
Columbus, Ohio 43215

An equal opportunity employer
and service provider

George V. Voinovich, Governor
Debra R. Bowland, Administrator
Barbara D. Aber, Project Mgr.

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SPECIAL NEEDS *(from page 3)*

about persons with disabilities. Persons with physical, mental, and emotional disabilities can work. Regardless of their condition, persons with disabilities have the same needs and desires that are common to all individuals. They want the daily structure and sense of accomplishment that productivity provides. They desire to be contributors to society, not just recipients of entitlements. They cherish the increase in self-esteem that comes from living meaningful, independent lives.

Many persons with disabilities require specialized structure and support to become employed. Their needs may not be as easily or as quickly accommodated as persons who are able-bodied. They may require more time, more adaptations, more training, and more funding to be successful in training and employment. In our zeal to fix the economics of the welfare system, what will happen to those who may take more time, effort, and attention? Will they be less-deserving of our services and our attention because they may require additional resources to achieve their employment goals? In our desire to increase the numbers of persons that are employed, and reduce the numbers on the welfare rolls, will we lose sight of those who are as deserving of our services but less able to communicate their needs?

As we move forward to reform the welfare system, which was designed to help many of our most vulnerable citizens in past generations, let us not forget the most vulnerable, and less able-bodied citizens of today.

LUCAS AND WOOD COUNTIES *(from page1)*

inclusion of the chairs of the remaining work groups. This group will identify the goals and objectives to be accomplished while the work groups will identify the action steps and budgets needed to meet the expected outcomes. Once the action steps and budgets are approved by the newly-formed Governance Council, the work groups will be empowered to put their plans in motion.

To ensure quality control and oversight, the Private Industry Council, which serves as the One-Stop System's fiscal agent, will monitor the progress of the system. On a regular basis, the PIC will report to the Governance Council on the benchmarks achieved toward meeting project goals and objectives, which were also modified at the retreat.

Priorities for the projects from now until December 31, 1996, are:

- Development of a post-grant plan for the continuation of the One-Stop system;
- Setting parameters with a budget (service levels expected);
- Development of a marketing plan to customers (identify common tools);
- Implementation of customer service training to all staff;
- Exploration of common job development;
- Development of a visual outline of services at each site;
- Finding funds to support two staff positions.

Priorities identified for implementation between January 1997 and June 30, 1997, are:

- To invite area employers to test system and become a part of system;
- To have a basic MIS system in place;
- To examine duplication of services;
- To implement a well-defined process for reporting service usage;
- To identify other funding;
- To identify unmet needs of the system, customers, community.

Priorities identified for implementation between July 1, 1997, and December 31, 1997, are:

- To provide continuous improvement from past evaluation;
- To re-visit our structural approach;
- To continue MIS development;
- To consider expanded partnerships;
- To Celebrate Success!

While these first 10 months have provided us with many reasons to celebrate AND to become frustrated, the retreat helped us to re-focus on what is possible and provided us with the motivation to move on. It was a good thing.

Copies printed 1000
Unit Cost 4471
September 1996

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CHAPTER 3 RESOURCES

EXAMPLES OF MANAGING THE PROCESS OF DEVELOPING APPROPRIATE PHYSICAL FACILITIES

Attachment 3-A. One-Stop Implementation Plan: Facilities Details 3-A-1

EXAMPLES OF DESIGNING PHYSICAL FACILITIES THAT SUPPORT SHARED FUNCTIONS

Attachment 3-B. Physical Layout of the Waukesha County Workforce Development Center in Pewaukee, Wisconsin 3-B-1
Attachment 3-C. Physical Layout of the Connecticut Works Career Center in Willimantic, Connecticut 3-C-1

ATTACHMENT 3-A
CONNECTICUT ONE-STOP IMPLEMENTATION PLAN: FACILITIES DETAILS

One Stop Implementation Plan

Facilities Details

Advertising
- Newpaper Prep
- Newspaper Run

Site Visit
- Proposal Review

Landlord Negotiations
- Conceptual Print Work
- Conceptual Print Review
- Conceptual Print Revision
- Landlord presentation
- Landlord Cost Proposal

Lease Signoff
- Agency Site Approval
- Lease Preparation

OPM Approval

Pass on proposed site and negotiated lease rates to the Property Review Board

Final Interior Design Signoff
- LL CAD Preparation
- Interior Design
- Interior Design Presentation
- Interior Design LMT Review
- Interior Design CMT Review
- Interior Design Revision
- Interior Design Landlord Review
- Interior Design Revisions

Approve Construction Documents
- Prepare Construction Documents
- Review Construction Documents
- Revise Construction Documents

Const. Punch List / Construction Completed
- Construction To Begin
- Construction Permit
- Site Construction Demo
- Site Construction Ruff-Out
- Site Const. Mechanical
- Site Const. Close-Up
- Site Const. Finish Work

Workstation Installation
- Ceiling Tile Installed
- Site Const. Touch Up
- Site Const. Clean-up
- Carpet Vendor Review
- Carpet Selection
- Carpet Order
- Carpet Delivery
- Carpet Installation
- Workstation Specification
- Workstation Order
- Workstation Delivery

Move-In
- Workstation Powered
- Workstation Punch List
- LL Submit Samples
- DOL Approve Samples
- Signage Review

One Stop Implementation Plan

Facilities Details

- Signage Specified
- Signage Appoval
- Signage Order
- Int. Signage Delivery
- Ext. Signage Delivery
- Int. Signage Installation
- Ext. Signage Delivery
- T&D Eval
- T&D Rm. Size Report
- T&D Site Visit
- T&D Rm. Loc. Report
- T&D Rm. Deisgn
- T&D W/O & Layout
- OIT Review and Approval
- DAS Review and Award
- T&D Ven. Site Review
- T&D Ven. Equip Order
- T7D Installation Scheduled
- T&D Rm. Equip Installation
- T&D Ruff. Cable Installation
- T&D Inwall Drops
- T&D System Furniture Hookup
- T&D Hookup Test
- SNET Cross Over
- T&D Station Installation
- T&D Punch List
- T&D Revisions
- File System Site Visit
- File System Analysis
- File System Approval
- File System Order
- File System Delivery
- File System Installation
- Art & Plant Analysis
- Art & Plant Approval
- Art & Plant Order
- Art Delivery
- Art Installation
- Plant Delivery
- Plant Installation
- Copier Analysis
- Copier Order
- Copier Delivery
- Copier Installation
- Mail Area Analysis
- Mail Area Approval
- Mail Area Order
- Mail Area Delivery
- Mail Area Installation
- TV Support Order
- TV Support Delivery
- TV Support Installation
- Std Alone Furniture Order
- Conf. Rm. Furniture Delivery
- Conf. Rm. Furniture Installation
- JCD Furniture Delivered

One Stop Implementation Plan

Facilities Details

- JCD Furniture Installed
- Training Room Delivery
- Training Room Installation
- Ergo Chair Analysis
- Ergo Chair Order
- Ergo Chair Delivery
- Ergo Chair Installation
- Side Chair Analysis
- Side Chair Order
- Side Chair Delivery
- Side Chair Installation
- Waiting Chair Analysis
- Waiting Chair Order
- Waiting Chair Delivery
- Waiting Chair Installation
- Kiddie Furniture Order
- Kiddie Furniture Delivery
- Kiddie Furniture Installation
- Self-Serv. Analysis
- Self-Serv. Approval
- Self-Serv. Order
- Self-Serv. Delivery
- Self-Serv. Installation
- Stock Rm. Sys Analysis
- Stock Rm. Sys Approval
- Stock Rm. Sys Order
- Stock Rm. Sys Delivery
- Stock Rm. Sys Installation
- Bulletin Board Analysis
- Bulletin Board Approval
- Bulletin Board Order
- Bulletin Board Delivery
- Bulletin Board Installation
- Refuge Container Analysis
- Refuge Container Order
- Refuge Container Delivery
- Refuge Container Installation
- Rest Room Item Analysis
- Rest Room Item Order
- Rest Room Item Delivery
- Rest Room Item Installation
- Vending Analysis
- Vending Prep
- Vending Bid
- Vending PO
- Fac Serv. Contract Analysis
- Fac Serv. Contract Prep
- Fac Serv. Contract Bid
- Fac Serv. Contract PO
- Move In Analysis
- Moving Specs Prepared
- Moving Specs Bid
- Moving Bid Walk-Through
- Moving Company PO
- Move-In Scheduled
- Moving Company Notified

One Stop Implementation Plan

Facilities Details

- Moving Company WalkThrough
- Moving Box Analysis
- Moving Box Delivery
- Pack

Final Tasks

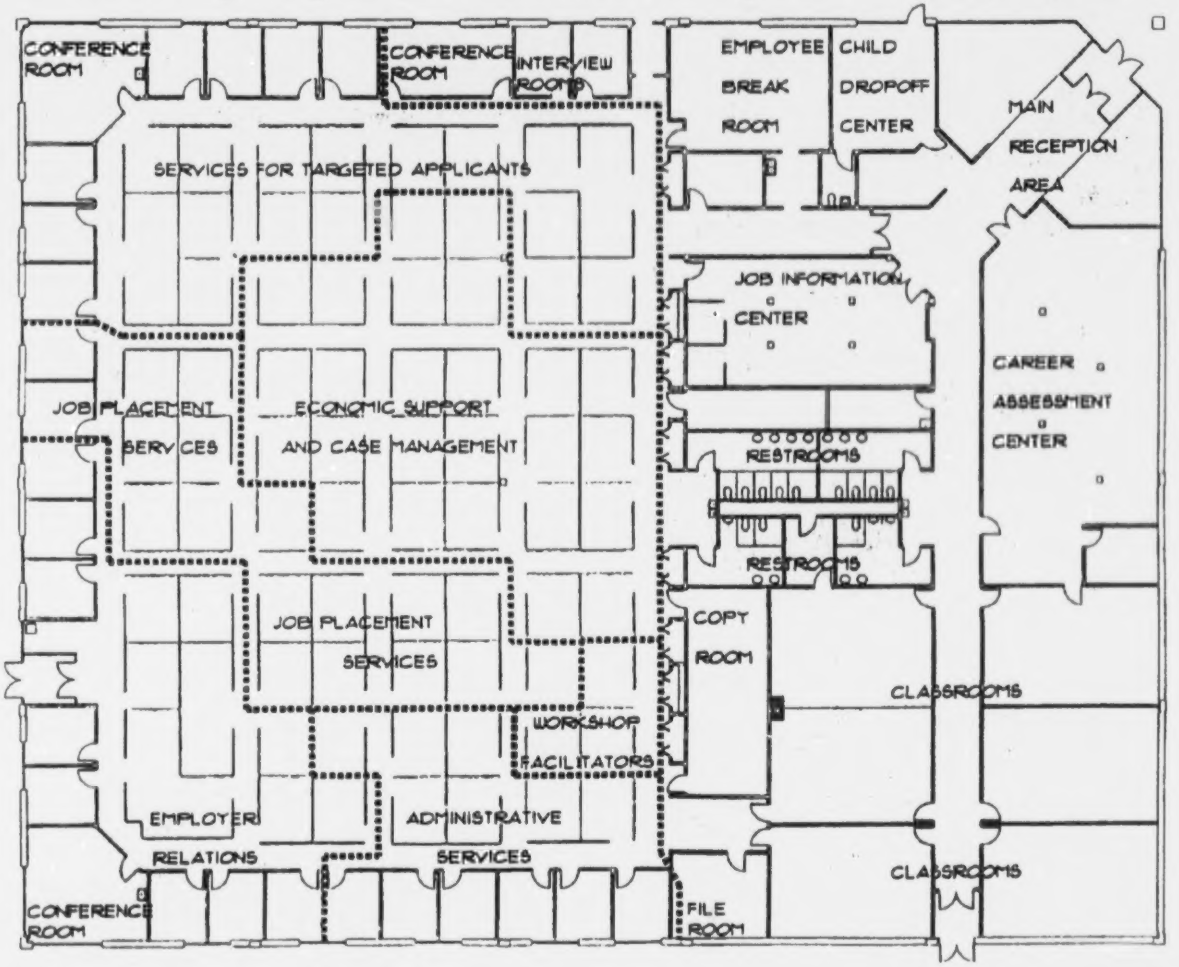
- Old Office Clean Up
- Telephone Directory Notification

ATTACHMENT 3-B
PHYSICAL LAYOUT OF THE WAUKESHA COUNTY WORKFORCE DEVELOPMENT CENTER IN PEWAUKEE, WISCONSIN

WORKFORCE DEVELOPMENT CENTER

(Functionally Integrates the Services of 9 Agencies & 110 Employees)

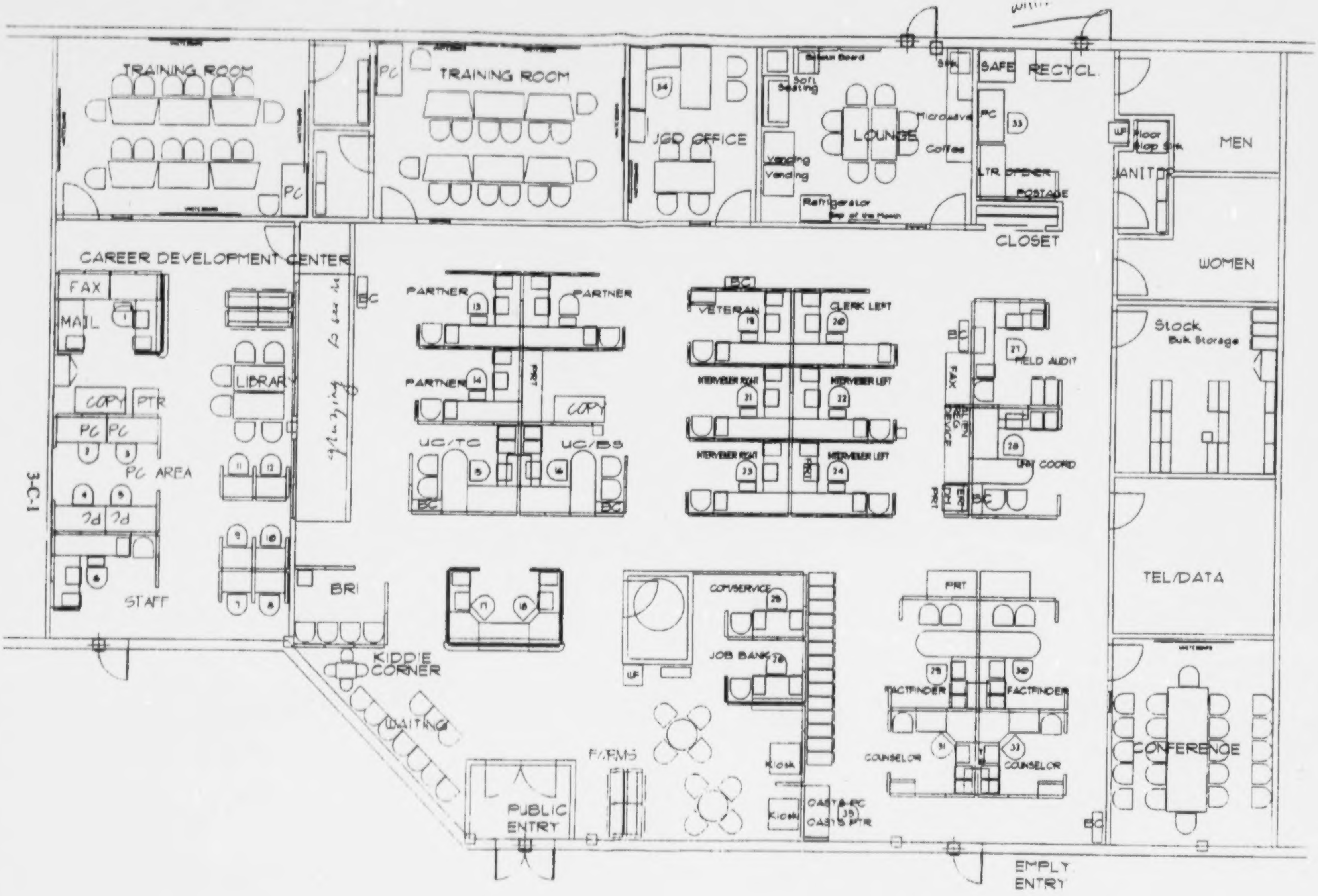
3-B-1


CONFERENCE ROOM
CONFERENCE ROOM
INTERVIEW ROOMS
EMPLOYEE BREAK ROOM
CHILD DROPOFF CENTER
MAIN RECEPTION AREA
SERVICES FOR TARGETED APPLICANTS
JOB INFORMATION CENTER
CAREER ASSESSMENT CENTER
JOB PLACEMENT SERVICES
ECONOMIC SUPPORT AND CASE MANAGEMENT
RESTROOMS
RESTROOMS
COPY ROOM
JOB PLACEMENT SERVICES
CLASSROOMS
WORKSHOP FACILITATORS
EMPLOYER RELATIONS
ADMINISTRATIVE SERVICES
CLASSROOMS
CONFERENCE ROOM
FILE ROOM

SHADED AREAS

OPEN TO PUBLIC

ATTACHMENT 3-C
PHYSICAL LAYOUT OF THE CONNECTICUT WORKS CAREER CENTER IN WILLIMANTIC, CONNECTICUT


TRAINING ROOM
PC
TRAINING ROOM
PC
JGD OFFICE
Soft Seating
LOUNGE
Microwave
Coffee
Vending
Vending
Refrigerator
SAFE
RECYCL.
PC
LTR OPENER
POSTAGE
CLOSET
Floor Slop Sink
JANITOR
MEN
WOMEN
Stock
Bulk Storage
TEL/DATA
CONFERENCE
CAREER DEVELOPMENT CENTER
FAX
MAIL
COPY
PTR
PC
PC
PC AREA
PC
PC
STAFF
LIBRARY
BRI
BC
PARTNER
PARTNER
PARTNER
COPY
PRT
UC/TC
UC/BS
BC
BC
VETERAN
CLERK LEFT
INTERVIEWER RIGHT
INTERVIEWER LEFT
INTERVIEWER RIGHT
INTERVIEWER LEFT
PRT
BC
FAX
FIELD AUDIT
UNIT COORD
PRT
BC
KIDDIE CORNER
WAITING
PUBLIC ENTRY
FORMS
COM/SERVICE
JOB BANK
Kiosk
Kiosk
CASYS PC
CASYS PTR
PRT
FACTFINDER
FACTFINDER
COUNSELOR
COUNSELOR
BC
EMPLY. ENTRY
3-C-1

CHAPTER 4 RESOURCES

EXAMPLES OF MATERIALS ILLUSTRATING THE USE OF INFORMATION TECHNOLOGY TO SUPPORT ONE-STOP SERVICE DELIVERY AND SYSTEM MANAGEMENT

Attachment 4-A. Chart of Indiana's Integrated Technology Delivery System (1995) 4-A-1

Attachment 4-B. Wisconsin's Plans to Improve Dissemination of Information to Customers Using Information Technology (1994) 4-B-1

Attachment 4-C. List of Technology Tools Available Through Minnesota's Workforce Center System 4-C-1

Attachment 4-D. Massachusetts' Chart of "Information Technology that Works" 4-D-1

Attachment 4-E. Brochure Describing Connecticut's Public Access Labor Information System 4-E-1

Attachment 4-F. Newsletter Article Describing Formation of State Work Team to Address Internet Issues in Minnesota 4-F-1

MATERIALS DESCRIBING THE ALMIS AUTOMATED SYSTEMS AND PRODUCTS

Attachment 4-G. ALMIS Fact Sheets 4-G-1

- America's Job Bank 4-G-2
- America's Talent Bank 4-G-3
- America's Training Network 4-G-4
- ALMIS DataBase System 4-G-5
- One-Stop Technical Standards 4-G-6
- O*NET 4-G-7
- ALMIS Employer Data base 4-G-8
- ALMIS Common Intake System 4-G-9
- Media Library of Occupations 4-G-10
- Long-term Industry Projections 4-G-11
- Short-term Forecasts 4-G-12
- Occupational Employment Statistics 4-G-13
- ALMIS Consumer Reports System 4-G-14

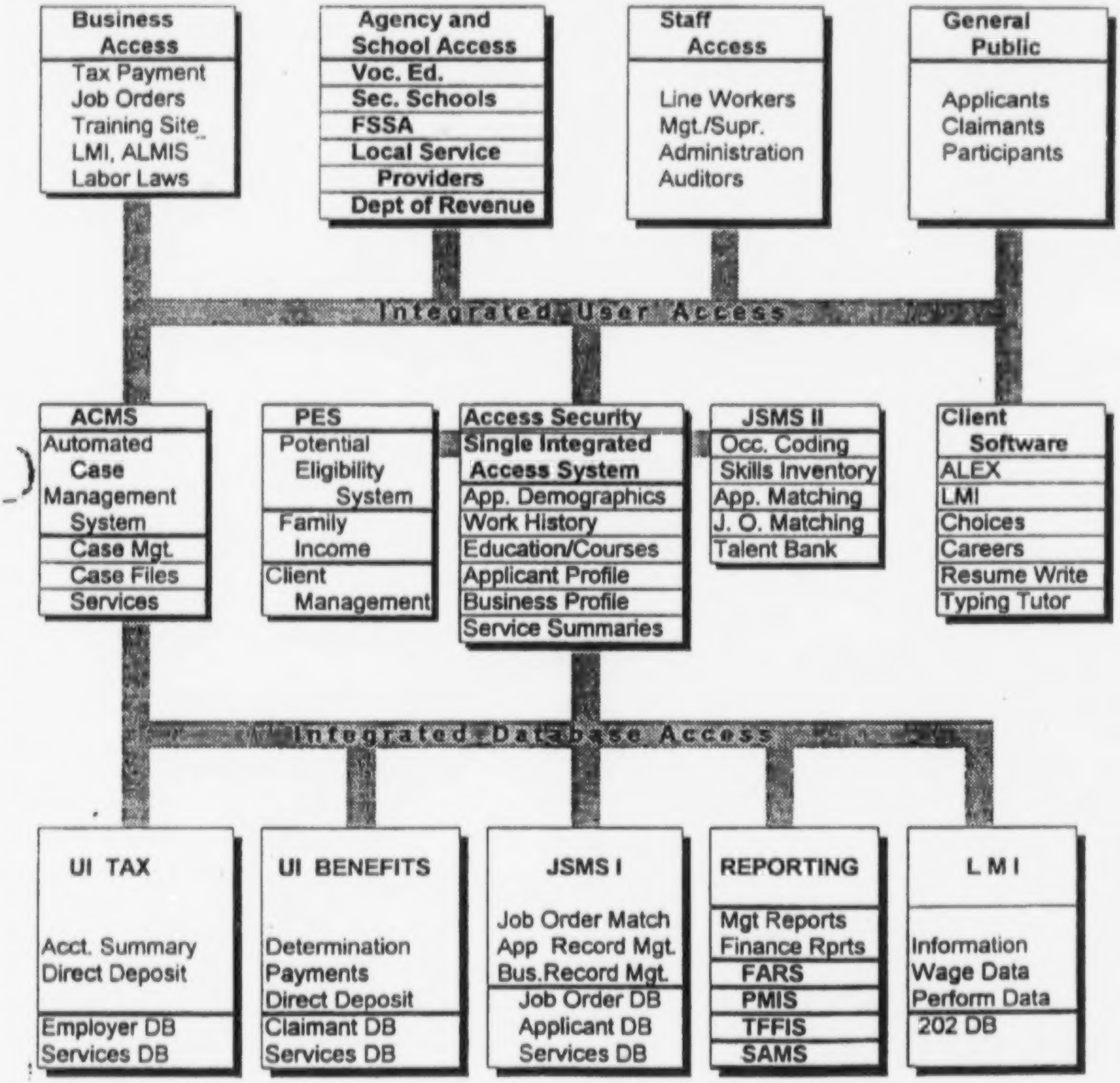
ATTACHMENT 4-A
CHART OF INDIANA'S INTEGRATED TECHNOLOGY DELIVERY SYSTEM (1995)

DWD INTEGRATED DELIVERY SYSTEM

(DIRECT ACCESS, ON LINE FUNCTIONAL CAPABILITIES)

Revised: May 1995

ACCESS MODULES

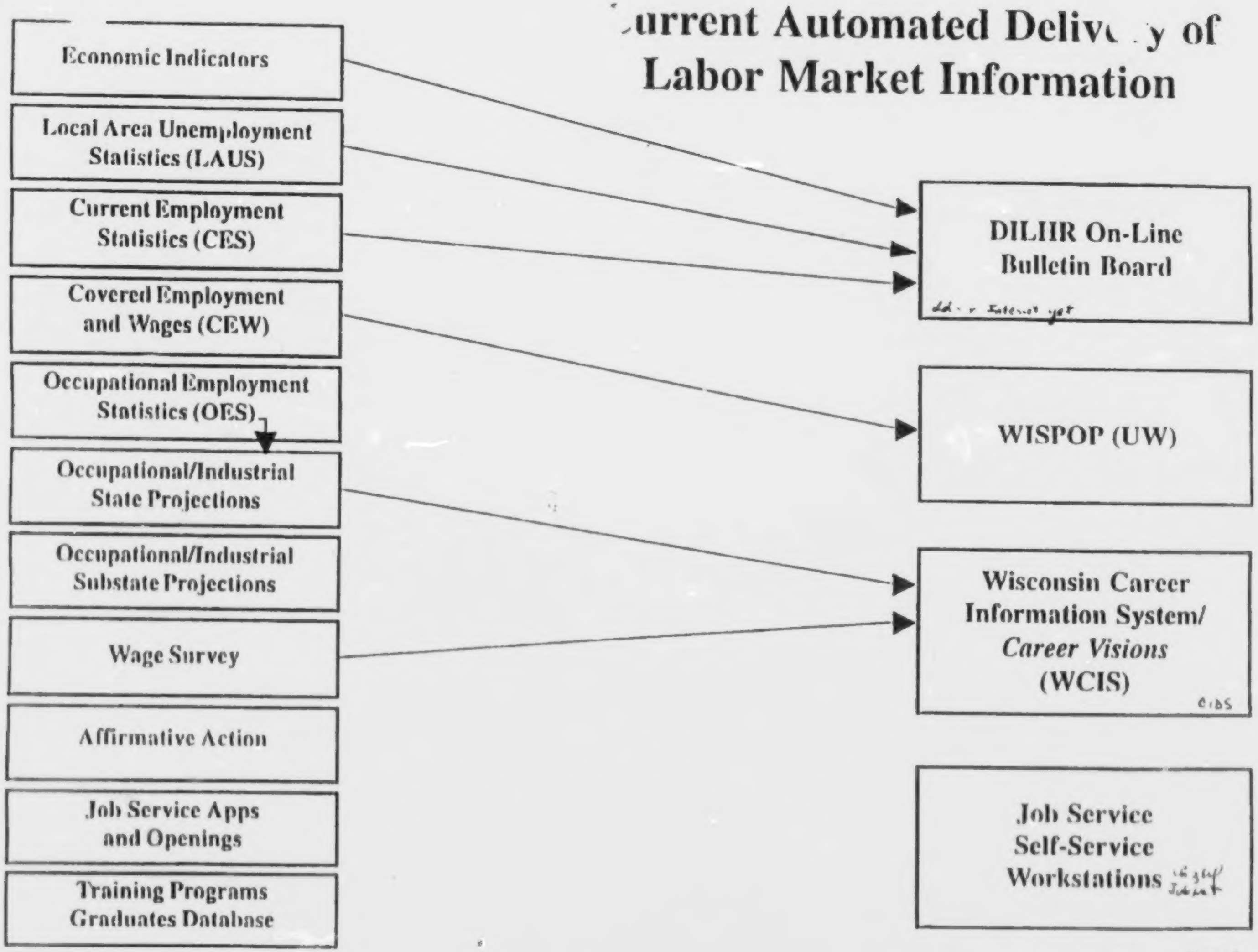


Business Access
Tax Payment
Job Orders
Training Site
LMI, ALMIS
Labor Laws
Agency and School Access
Voc. Ed.
Sec. Schools
FSSA
Local Service Providers
Dept of Revenue
Staff Access
Line Workers
Mgt./Supr.
Administration
Auditors
General Public
Applicants
Claimants
Participants
Integrated User Access
ACMS
Automated Case Management System
Case Mgt.
Case Files
Services
PES
Potential Eligibility System
Family Income
Client Management
Access Security
Single Integrated Access System
App. Demographics
Work History
Education/Courses
Applicant Profile
Business Profile
Service Summaries
JSMS II
Occ. Coding
Skills Inventory
App. Matching
J. O. Matching
Talent Bank
Client Software
ALEX
LMI
Choices
Careers
Resume Write
Typing Tutor
Integrated Database Access
UI TAX
Acct. Summary
Direct Deposit
Employer DB
Services DB
UI BENEFITS
Determination
Payments
Direct Deposit
Claimant DB
Services DB
JSMS I
Job Order Match
App Record Mgt.
Bus.Record Mgt.
Job Order DB
Applicant DB
Services DB
REPORTING
Mgt Reports
Finance Rprts
FARS
PMIS
TFFIS
SAMS
L M I
Information
Wage Data
Perform Data
202 DB

BEST COPY AVAILABLE

ATTACHMENT 4-B
WISCONSIN'S PLANS TO IMPROVE DISSEMINATION OF INFORMATION TO CUSTOMERS USING INFORMATION TECHNOLOGY (1994)

Current Automated Delivery of Labor Market Information



Economic Indicators

Local Area Unemployment Statistics (LAUS)

Current Employment Statistics (CES)

Covered Employment and Wages (CEW)

Occupational Employment Statistics (OES)

Occupational/Industrial State Projections

Occupational/Industrial Substate Projections

Wage Survey

Affirmative Action

Job Service Apps and Openings

Training Programs Graduates Database

dt - database

DILHR On-Line Bulletin Board

dd - r Internet yet

WISPOP (UW)

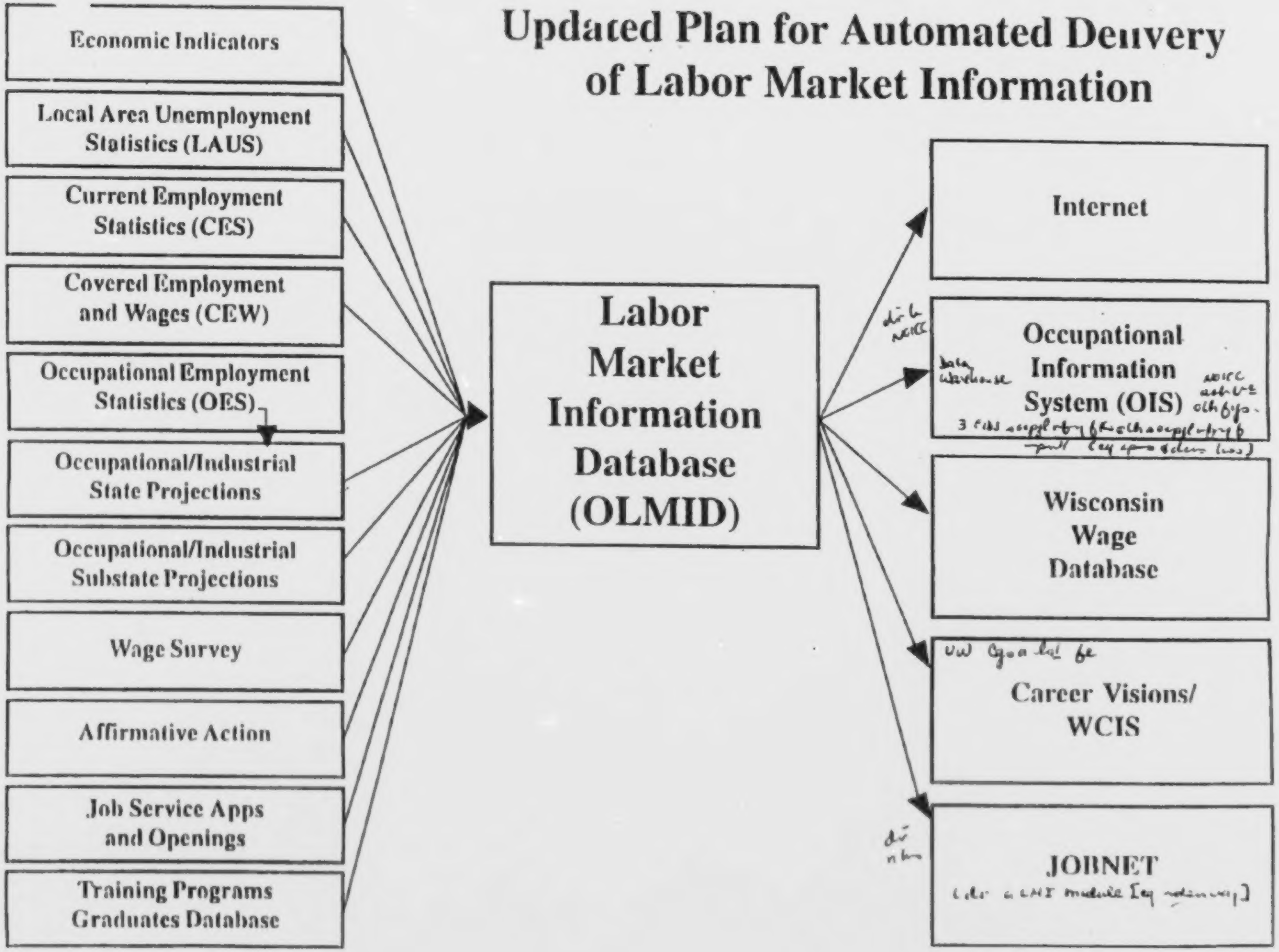
Wisconsin Career Information System/ *Career Visions* (WCIS)

CIDS

Job Service Self-Service Workstations [illegible]

4-B-1

Updated Plan for Automated Delivery of Labor Market Information



Economic Indicators

Local Area Unemployment Statistics (LAUS)

Current Employment Statistics (CES)

Covered Employment and Wages (CEW)

Occupational Employment Statistics (OES)

Occupational/Industrial State Projections

Occupational/Industrial Substate Projections

Wage Survey

Affirmative Action

Job Service Apps and Openings

Training Programs Graduates Database

Labor Market Information Database (OLMID)

Internet

Occupational Information System (OIS)

Wisconsin Wage Database

Career Visions/ WCIS

JOBNET

[illegible] NOICC

Data warehouse

NOICC [illegible]

3 [illegible]

UW [illegible]

[illegible]

[illegible] LMI module [illegible]

Bureau of Workforce Information
Information Technology Initiatives

Following are descriptions of eight information technology initiatives currently underway in the Bureau of Workforce Information. The attached diagram illustrates the relationship among the initiatives.

I. Data Dissemination IT Initiatives

A. Occupational Labor Market Information Database (OLMID or OID)

The Bureau's vision for automating its labor market information (LMI) databases hinges on the successful development of a central data warehouse known as the Occupational Labor Market Information Database (OLMID). At least 10 distinct LMI data sets are anticipated to feed into this central data storage vehicle. Five information delivery systems will provide output for data users within and outside the Bureau. According to the Bureau's updated plan, these five delivery systems will be Internet, the Occupational Information System, the Wisconsin Wage Database, Career Visions/WCIS, and JobNet. Since the OLMID serves as an intermediary storage vehicle, the direct users of the OLMID will be limited to Bureau staff who supply the data inputs and those who design and maintain the five information delivery systems.

What's been done?
The OLMID is a database which incorporates selected elements from the following LMI data sets: (1) Covered Employment and Wages, also known as ES 202; (2) State Occupation/Industry Projections; (3) Wage Survey; (4) Job Service Applicants and Openings; (5) Training Programs & Graduates; (6) Industry/Occupation Staffing Patterns; and (7) Employer names and addresses.

Currently the OLMID feeds information into the Occupational Information System (OIS) only. This information delivery system will be discussed in greater detail below.

What needs to be done?
The OLMID database needs to incorporate several other LMI data sets before the vision for an automated data warehouse can be accomplished. The following LMI data sets are not currently incorporated in the OLMID: (1) Economic Indicators; (2) Local Area Unemployment Statistics; (3) Current Employment Statistics; (4) Occupational Employment Statistics; and (5) Affirmative Action. The current software will not accomodate the volume of data that needs to be added to the system. Migration of the database to the ORACLE software package has been recommended.

As envisioned, the OLMID database will feed information into several other information delivery systems besides OIS. These include Internet, a Wisconsin Wage Database, Career Visions/WCIS, and JobNet. Each of these information delivery systems will be discussed in greater detail below.

B. Occupational Information System (OIS)

The OIS is designed to meet the needs of planners and administrators of employment and training programs and educational institutions. The system will enable the user to identify labor shortages or surpluses in specified occupations through supply and demand data. The system will also include the ability to show relationships between occupations and educational preparation, and to compile labor market information from a variety of sources. Users may choose from two different search methods (direct or selective), get answers to frequently asked questions, and step through a self-guided career planning process.

What's been done?
The system is currently accessible to Bureau staff for beta testing. Programming bugs resulting in duplicate lines of data have been discovered, however. For instance, a query for the 10 fastest growing occupations in Wisconsin yields the following result -- Computer Engineers rank both first and second. Furthermore, although the occupational coding is identical for both entries, the information on expected annual openings is not.

What needs to be done?
The programming flaws mentioned above must be corrected. Programmers employed by the State of Utah are responsible for developing the software behind a fully functional OIS. Software is now scheduled to be delivered on September 30. Several weeks will be needed after delivery of the software to build and test data files, and to develop training materials. When the system is operational, the Bureau plans to conduct customer research to determine to what extent the OIS is actually meeting the needs of program planners and administrators.

C. *Career Visions* / Wisconsin Career Information System (WCIS)

Career Visions is a multimedia career exploration and information database produced by UW-Madison's Center on Education and Work (CEW). It is stored and distributed on CD-ROM, or it can be installed onto a hard drive from floppy disks. The product is available for either Macintosh or Windows platforms.

What's been done?
The product consists of three databases (750 occupations, 1500 colleges and universities, 800 programs of study) which are updated annually. The latest update is complete, and the product is ready for distribution to users in Wisconsin middle schools, high schools, the vocational and technical college system, the UW system, public libraries, and Job Service offices.

What needs to be done?
Since *Career Visions* is updated annually, revisions are always ongoing. The CEW staff is also working to eliminate programming bugs in the data retrieval software. The Macintosh version of the program offers three options, or modules, for conducting occupational searches, but the Windows version currently has only one search module. Work is underway to develop the other two search modules for the Windows platform.

D. Wisconsin Wage Database (UC/LMI Database)

The Wisconsin Wage Database contains the results of the biennial Wage Survey, in addition to other elements which are relevant to Unemployment Compensation adjudicators. The database has recently been converted from a mainframe application to the Microsoft Access database package for PCs.

What's been done?
Peter Westenberger, a DILHR programmer, has created a relational database incorporating data from the Wage Survey, Occupational Employment Statistics, and the Dictionary of Occupational Titles. The database is written as a Microsoft Access application.

What needs to be done?
The Wisconsin Wage Database has been prepared, but it has not been integrated with the OLMID. The OLMID presently contains a wage data file (OIDWAGE.DBF) derived from the Wisconsin

Wage Survey, but not the additional information on staffing patterns and occupational requirements which need to be considered in the adjudication of unemployment compensation cases. Wage Survey data in the OLMID are currently disseminated only through the OIS. Another data delivery system which will include all elements of the Wisconsin Wage Database needs to be developed.

The current version of OLMID is a FoxPro database application, and discussions to convert it to the ORACLE software package are ongoing. The Microsoft Access database developed by Peter Westenberger may not be compatible with these other software packages.

E. Labor Market Information on JobNet

JobNet provides job seekers with information on job openings submitted by employers to Job Service offices. Plans for the future call for making some labor market information available to job seekers through JobNet.

What's been done?

The Bureau has been soliciting input from job seekers on what types of labor market information, if any, they would like to see on JobNet. Job seekers participating in focus group discussions were presented with samples of various types of labor market information and asked for feedback. Participants were asked which specific LMI items they would like to see incorporated into JobNet and what formats -- tables, charts, graphs -- they preferred.

Through the month of September (and possibly longer), first-time users of JobNet are completing a survey indicating their preferences regarding labor market information which may be made available on JobNet. Users of the system are being asked to evaluate the usefulness of five data items: (1) wages by occupation; (2) local area unemployment rates; (3) projected openings by occupation; (4) names and addresses of employers, by industry, which hire for specific occupations; and (5) occupations requiring licensing and certification.

What needs to be done?

A report detailing the attitudes of focus group participants will be prepared by Sandi Scrivner and submitted by October 31. As noted above, the survey of first-time JobNet users will continue through the month of September. There is a possibility that the survey will remain on JobNet even longer. When data collection is completed, the responses will be tabulated and analyzed. The target date for adding an LMI component to JobNet is June 1996.

F. Labor Market Information on DILHR Bulletin Board and Internet

Selected labor market data sets are currently available through the DILHR On-Line Bulletin Board and DILHR's information sites on the Internet (both World Wide Web and Gopher). Labor market information is only one small component of the information provided through DILHR On-Line and the department's Internet sites.

What's been done?

The following LMI data sets can be viewed through DILHR On-Line and Internet:

- Wisconsin Leading Indicators
- Current Employment Statistics (CES)
- Local Area Unemployment Statistics (LAUS)
- Wisconsin Plant Closings and Mass Layoff Notices
- Wisconsin Labor Force Projections

The attachments, printed from DILHR's World Wide Web (WWW) and Gopher sites, list each data file currently available for printing or download through Internet.

What needs to be done?
The data sets currently accessible through the bulletin board and Internet are not being filtered through the intermediary database, OLMID. The processed files are posted directly to the bulletin board or Internet. It is not clear how the OLMID would change the current procedure or the look of the LMI data sets.

Marty Shannon of DILHR's Bureau of Information and Technology Systems (BITS) is the key resource person overseeing the department's bulletin board and Internet efforts. He may play a role in determining the future direction of this IT initiative.

Joe Tumpach and Janet Pugh conducted an extensive review of bulletin boards maintained by other states, and they agree that the introductory screens of DILHR On-Line ought to be made more user friendly. Users must step through several screens of information which is of little interest to general users before they reach the key menu choices.

II. Data Collection IT Initiatives

A. Optical Scanning in OES and CEW Programs

What's been done?
The OES Survey has begun to utilize optical scanning equipment to read selected parts of survey returns in an effort to eliminate some keypunching. At present only the labels on the first page are scanned. This information allows the OES staff to quickly track the response rate to their surveys.

The CEW program has been using optical scanning to track response rates for some time, at least one year. It is used in two programs: Multiple Worksite Report and the SIC Re-filing survey.

What needs to be done?
Tim Marquis would like eventually to scan the entire survey and eliminate data entry. He feels that the survey form (mandated by BLS) may need to be redesigned before this would be workable. There are no plans for the immediate future to implement scanning of the entire survey.

Linda Schultz would like to install an imaging system which can capture the entire paper document in an electronic format and permit multiple users to access the document and edit various data fields. She mentioned that Unemployment Compensation has an imaging system in place and that, ideally, her program could tap into this system. Imaging would vastly reduce the amount of paper handled in Linda's section. She would also like to institute a system in which survey forms or other reporting forms could be sent to the survey participants via Fax/modem and returned in a like manner. In other words, the survey form would exist only as an electronic file that is transmitted, completed, and returned by computer. This could totally eliminate paper in the data collection process.

B. Computer-Assisted Telephone Interviewing in CES Program

Early in the current decade the Bureau of Labor Statistics undertook a project to replace paper-and-pencil mail-out/mail-back surveys as the data collection method in the monthly Current

Employment Statistics (CES) program. John Henning indicated that the State of Wisconsin participated in the testing and evaluation for about 18 months.

What's been done?

Employers with 50 or more employees were contacted each month by telephone rather than by mail. Interviewers stepped through the questions in sequence, reading from prompts on a computer screen. Answers were recorded by typing the employer's responses into an electronic data entry form on screen.

The test was deemed a success and the system was subsequently refined into a Touch-tone Data Entry (TDE) system, in which employers phone in to a computer and give their information by pressing keys on the telephone touch-tone keypad in response to voice prompts. This system is quick, lessening the response burden on employers in the sample, and it eliminates paper forms.

What needs to be done?

At present only the larger employers in the sample are using TDE to respond to the CES survey. Eventually, John Henning would like to move all employers in the sample to TDE and completely eliminate paper-and-pencil survey instruments from the program.

The Bureau of Labor Statistics has proposed to move beyond TDE and use the Internet as a medium for disseminating and collecting the survey form. This collection method still must be thoroughly tested.

File Ref: R:\share\itinits.doc

ATTACHMENT 4-C
LIST OF TECHNOLOGY TOOLS AVAILABLE THROUGH MINNESOTA'S WORKFORCE CENTER SYSTEM

Technology Tools

America's Job Bank (AJB)
(http://www.ajb.dni.us/) AJB is the cumulative listing of job openings listed with Job Service nationwide and is accessible through the Internet.

America's Talent Bank
(http://www.mesc.state.mi.us/netrex/almishome.html) America's Talent Bank allows direct access to Minnesota's data base of job seekers through the Internet. It is currently being developed to complement and enhance the range of services currently provided. Employers query resumes using text and advanced skill group searches to select candidates for employment opportunities. In partnership with America's Job Bank, this site will enhance communication between employers and potential applicants.

Creative Job Search (CJS)
(http://www.des.state.mn.us/cjs/cjs_site/cjs-home.htm) CJS is a progressive curriculum that teaches the skills needed to conduct a successful job search.

Hiring Advisor
(http://www.des.state.mn.us/hiring/advisor.htm) Hiring Advisor is a searchable data base of topics related to hiring employees in Minnesota. This data base is cross-referenced to Minnesota statute when appropriate.

JOBNET
This pilot program will allow customers to register with Job Service as well as browse through current job opening by simply touching a computer screen.

MDES Internet Home Page
(http://www.des.state.mn.us/) This Internet home page is the virtual front door to the Minnesota Department of Economic Security, with links to information and countless services worldwide.

Minnesota Career and Education Planning System (MnCEPS)
This is a planned Internet system for education and employment knowledge to aid users in career exploration. It will link all information on educational offerings, training programs, occupations, skill requirements and job openings.

Minnesota Career Information System (MCIS)
(http://www.educ.state.mn.us/mcis/mcishme.htm) MCIS provides information on occupations, schools, programs of study and financial aid options in Minnesota.

Minnesota Future Work
(http://scanners.tec.mn.us/~scanners) This Website describes anticipated technological changes, job growth prospects and skills required to meet these challenges.

Technology Tools

Minnesota's Job Bank

(http://www.des.state.mn.us/jobs/) Similar to America's Job Bank, this site lists jobs that are currently listed through the Minnesota system. It also links the user with other employment-related sites.

Minnesota Regional Labor Market Information

(http://www.fptoday.com/mnlmi)) This site provides regional and local information about demographics, wages,unemployment, industry trends and regional analysis projects, with links to Workforce Center, education and economic development services in each area.

Minnesota Research and Statistics Office Labor Market Information

(http://www.des.state.mn.us/lmi) This site contains detailed, up-to-date data on unemployment rates, wages and salaries, employment projections, other occupational and employment statistics and special research reports. It will soon house the *Minnesota Careers* and *Minnesota Economic Trends* publications.

Minnesota Workforce and Economic Information Systems (MnWEIS)

This is a stand-alone system developed to aid users in analyzing economic, demographic and labor market data for areas and regions in Minnesota.

PC Software Tools

A variety of software tools to assist job seekers and employers are available for use at workstations in the Workforce Center resource rooms. For example: word processing, tutorials, testing, resume builders, etc.

Public Point of Access to the Internet

PC's with Internet access are available in all Workforce Center resource rooms. These computers allow access to job listings, applicant listings, local employer home pages, as well as education and career information.

SkillsNet

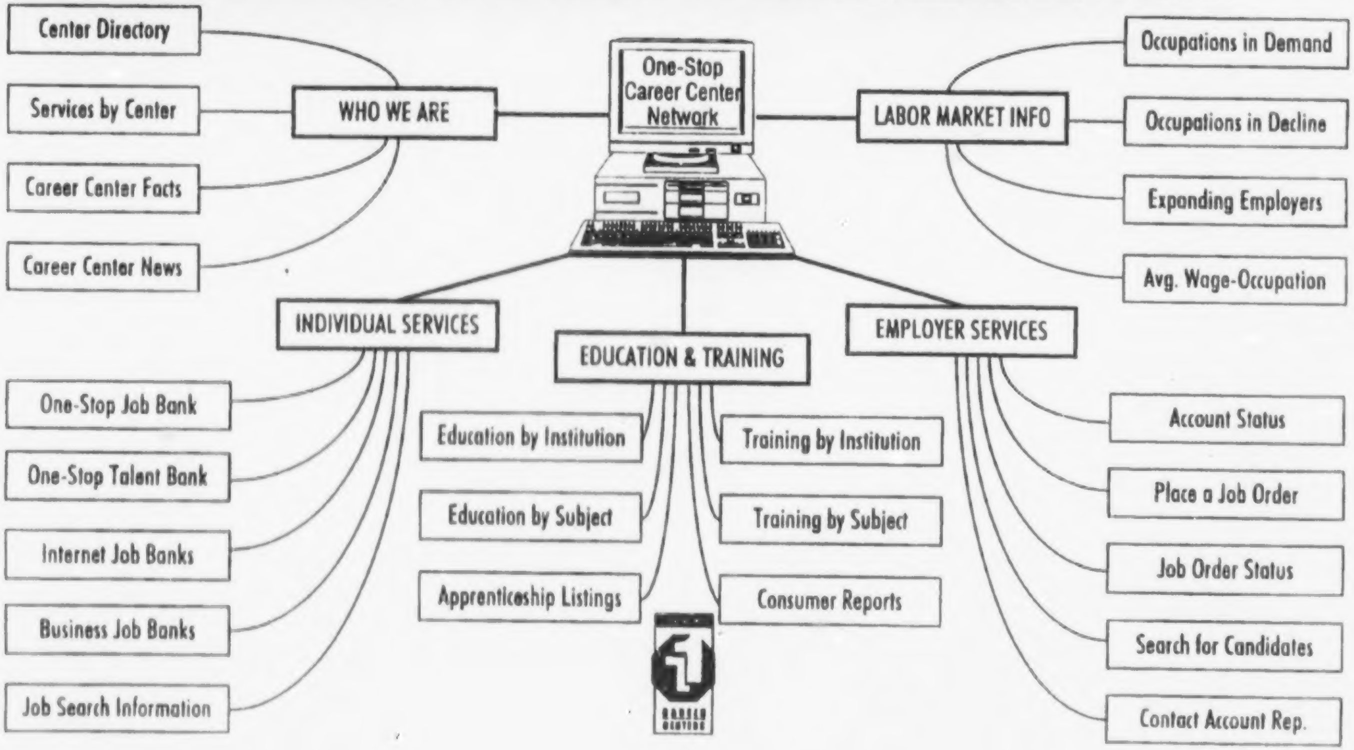
(http://www.des.state.mn.us/skillnet/skllsnt.htm) SkillsNet is a skills-based matching system utilized by placement staff to match resumes with the skills requested by employers. Resumes are scanned into the SkillsNet and artificial intelligence is used to select candidates for referral to employers.

The Job Market: Minnesota's Virtual Workforce Center!

This system is under development. It will provide guided insight into the capabilities of the Workforce Center System and enable access to some services from remote locations.

ATTACHMENT 4-D
MASSACHUSETTS' CHART OF "INFORMATION TECHNOLOGY THAT WORKS"

Information Technology that Works



One-Stop Career Center Network

WHO WE ARE
- Center Directory
- Services by Center
- Career Center Facts
- Career Center News

LABOR MARKET INFO
- Occupations in Demand
- Occupations in Decline
- Expanding Employers
- Avg. Wage-Occupation

INDIVIDUAL SERVICES
- One-Stop Job Bank
- One-Stop Talent Bank
- Internet Job Banks
- Business Job Banks
- Job Search Information

EDUCATION & TRAINING
- Education by Institution
- Education by Subject
- Apprenticeship Listings
- Training by Institution
- Training by Subject
- Consumer Reports

EMPLOYER SERVICES
- Account Status
- Place a Job Order
- Job Order Status
- Search for Candidates
- Contact Account Rep.

ATTACHMENT 4-E
BROCHURE DESCRIBING CONNECTICUT'S PUBLIC ACCESS LABOR INFORMATION SYSTEM

PUBLIC ACCESS LABOR INFORMATION SYSTEM BULLETIN BOARD PHONE NUMBERS

4-E-1

Bridgeport Area	(203) 330-4831
Danbury Area	(203) 731-2814
Danielson Area	(860) 779-5854
Enfield Area	(860) 741-6127
Hamden Area	(203) 789-6954
Hartford Area	(860) 566-4240
Manchester Area	(860) 643-3604
Meriden Area	(203) 238-6011
Middletown Area	(860) 344-2481
New Britain Area	(860) 827-7995
New London Area	(860) 447-6221
Stamford Area	(203) 425-2446
Torrington Area	(860) 626-6233
Waterbury Area	(203) 596-4469
Wethersfield Area	(860) 566-4624

Connecticut Department of Labor

Vorking with you for a better future.

DOL-275 (NEW 4/96)
0024 275 01

Connecticut Department of Labor
200 Folly Brook Blvd.
Wethersfield, CT 06109

Connecticut WORKS

OUR BUSINESS IS JOBS

A Partnership of the Department of Labor, the Nine Regional Workforce Development Boards and Others to Provide Quality Workforce Development

Public Access Labor Information System

**PALIS, Your Electronic
anection to Jobs and More**

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WHAT'S ON THE PUBLIC ACCESS LABOR INFORMATION SYSTEM BULLETIN BOARD?

If You Are Unemployed . . .

- Information on how to file an Unemployment Compensation Claim, including eligibility requirements
- Unemployment law and regulations

If You Are Looking For Work . . .

- Job Listings (CT and across the nation)
- Information on Department of Labor employment assistance and training services
- Job search assistance (resumé and interviewing tips and techniques)

If You Are An Employer . . .

- Information on Business Services programs including recruitment, training, tax and financial incentives and downsizing support
- A directory of Department of Labor Employment and Training services
- UI Tax Information
- Labor Market information
- Wage and Workplace Standards

. . . and much more!

4-E-2

HOW DO I CONNECT TO THE PUBLIC ACCESS LABOR INFORMATION SYSTEM?

Using a personal computer (PC), a modem and communication software like Procomm Plus, Qmodem or Telix, you can connect to any of the boards. Select the phone number of the system closest to you for toll free access to the system. Each board has the same core information.

Communication Settings

Parity - None
Data Bits - 8
Stop Bits - 1

The Public Access Labor Information System's modem will connect from 1200 up to 14.4bps. If your modem speed is greater than 14.4bps, it will connect at 14.4bps.

WHAT DO I DO AFTER I HAVE LOGGED ONTO THE BOARD?

After you have connected to PALIS, enter:

Your First Name
Your Last Name
Your Calling Town and State

You will then be asked to enter a password. You create **your** own password. It must be at least three (3) characters but not more than eight (8). It is case sensitive, that is, UPPER CASE is considered different from lower case. If you enter your password in lower case, you must use lower case each time you access the system. **Remember this password.** You will need it each time you sign onto the system.

Once you have entered your name and password, PALIS will walk you through a series of questions designed to configure your PC to the system. Once that is done, you are in. Choose where you want to go by selecting items from the many menus.

ATTACHMENT 4-F
NEWSLETTER ARTICLE DESCRIBING FORMATION OF WORK TEAM TO ADDRESS INTERNET ISSUES IN MINNESOTA

FOCUS ON FUNCTION

Team to address Internet issues

As the Minnesota Department of Economic Security (MDES) continues to be a government agency pioneer using the Information Superhighway, the Internet has been named the focus of a new horizontal function team (aka H-Team).

A committee working with the Internet from a nuts-and-bolts, operational level has met since last year. "We've had an excellent group that has been addressing the more technical levels of this rapidly emerging technology," Chief Information Officer Niemi said. "This group will continue to meet."

The purpose of the Internet H-Team will be to make policy decisions in this area, according to Niemi.

To use the analogy of a road as an example, the Internet operational committee had ideas from the outset on what and how to send "stuff" down the road. Yet, the road hadn't been built and there weren't very many rules for driving down the road. Speed limits, where on- and off-ramps are needed, and other rules for using MDES's new road will be set by the Internet H-Team.

POLICY ISSUES UNCOVERED

As the Internet operational committee has met, policy issues were uncovered. While decisions on these issues came from Niemi, he felt there was a need to have a more broad-based group to make these decisions. Hence, the Internet H-Team will be formed. The membership of this horizontal function hasn't been determined yet, but it will include management and senior members representing all of the department's branches.

The naming of the Internet as a horizontal function also underscores the increased importance of this technology at MDES. While most people wouldn't have known what the World Wide Web was just a year ago, Niemi described MDES's presence on the Internet and the internal web as key strategies for the delivery of services to customers. The technology will become less exclusive as public libraries and other entities provide Internet access to people who don't have computers at home.

"The Internet is really the front door to the department in a virtual sense," Niemi said. The use of the Internet is becoming a key strategy in the development of the Minnesota Workforce Center System, which is the driving force behind the installation of the physical infrastructure throughout the state.

Here are the addresses of two department's "roads" to the Information Superhighway:

MDES Home Page

`http://mn.jobsearch.org`

MDES Internal Web

`http://intraweb.des.state.mn.us`

Murray Cody/CommTeam

Two teams join as one

Two Horizontal Function teams have been combined to form a single team.

The Communications and Marketing teams have officially combined to form the COMMA Horizontal Function team. The name comes from the first few letters of each former team.

"The missions of each team overlapped quite a bit and the team members were almost the same," says Bev Kontola, who will co-chair the meetings with Heidi Stennes.

WHERE IN THE (WEB) WORLD?

Some of the largest metropolitan newspapers in the nation have their employment ads listed at this address. Among them are the *Chicago Tribune, Los Angeles Times, Boston Globe, Philadelphia Inquirer* and the *Minneapolis Star Tribune.*

Registration is free so if you want to explore the job market in eight major cities (to be expanded in the future) check out this web site.

http://careerpath.com

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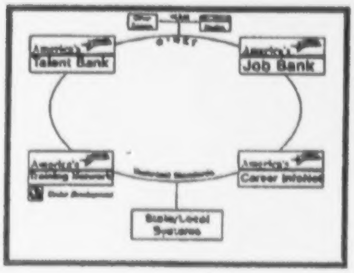
ATTACHMENT 4-G
ALMIS FACT SHEETS

America's Labor Market Information System (ALMIS)

A common frustration among jobseekers and employers today is the difficulty in finding quality information on available employment and training programs. The One-Stop Career Center System is the organizing vehicle for transforming this fragmented array of employment and training programs into an integrated service delivery system for jobseekers and employers. This service delivery system is supported by an information delivery infrastructure that is the America's Labor Market Information System (*ALMIS*). *ALMIS* is playing an essential role in the [illegible] and integrating the maze of programs which seek to serve the employment and training needs of Americans.

ALMIS is developing, primarily through the efforts of consortia of states, an interactive infrastructure of national application systems, *i.e.*, America's Job Bank (*AJB*), America's Talent Bank (*ATB*), America's Training Network (*ATN*), and America's Career InfoNet (*ACIN*), that are logically connected by technical standards and a common language, *i.e.*, O*NET coding. The national systems are being supported by various additional [illegible] by consortia leading to common state application development and standardized approaches to LMI.



A number of fact sheets have been developed to describe these *ALMIS* initiatives.

AVAILABLE *ALMIS* FACT SHEETS:

1. America's Job Bank *Rev. 9/15/97*
2. America's Talent Bank *Rev. 6/17/97*
3. America's Training Network *Rev. 5/30/97*
4. ALMIS DataBase System *Rev. 6/16/97*
5. One-Stop Technical Standards *Rev. 7/10/97*
6. O*NET *Rev. 6/19/97*
7. ALMIS Employer Database *Rev. 7/2/97*
8. ALMIS Common Intake System *Rev. 6/16/97*
9. Media Library of Occupations *Rev. 6/19/97*
10. Long-term Industry Projections *Rev. 6/19/97*
11. Short-term Forecasts *Rev. 7/9/97*
12. Occupational Employment Statistics(OES) *Rev. 6/19/97*
13. ALMIS Consumer Reports System *Rev. 7/31/97*

ALMIS

For additional information, please contact the ALMIS Team at (202)219-8854.

Rev. 9/15/97

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America's Job Bank

August 1997 was another record month for AJB with 30.6 million accesses!

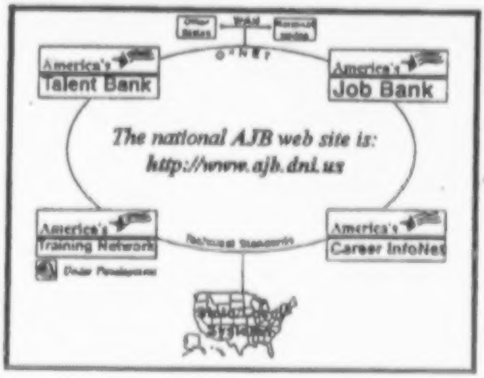
America's Job Bank (*AJB*) is the largest electronic listing of job openings in the world. *AJB* was inaugurated on Veterans Day in 1993 as an expansion to the Interstate Job Bank, which had been created in 1979. In February [illegible] *AJB* first appeared on the Internet and began adding access to State job banks. The Internet service created a literal explosion of the job openings accessible through *AJB*.

The American public currently has access to about 750,000 job openings daily in *AJB*, including the affiliated State job bank collections. This number continues to grow as employers add over 500 jobs per day directly through the Internet and thousands more through local Employment Service offices. The daily job count is expected to rise to 1 million by the end of 1997.

AJB has received numerous Internet awards including PC Magazine's Top 100 Web Sites, Magellan's Four Stars, and Point Communications Top 5% of Web Sites.

AJB continuously develops services in response to user requirements. As a value-added service to employers, *AJB* now permits mass entry of jobs through a public interface (batch loads of jobs directly from a company's personnel computer). *AJB* has also developed improved search methods for job seekers and is developing new links to State job banks to permit quicker updates and allow each State's system to access all or part of the national collection, links to other job seeker and employer services, and special services for America's veterans. Because Internet access is not universally available to all Americans, an effort was recently launched by the America's Labor Market Information System Team of the U.S. Department of Labor to create thousands of Internet Access Zones for *AJB* in State Employment Security Agencies, community colleges, other educational institutions, public libraries and community-based organizations.

Future products will include a "[illegible] scout" to allow jobseekers to automatically receive job listings with specified criteria; "talking *AJB*" for the visually-impaired and those without access to PC's; direct access to career-related labor market information; career management tools; and links to America's Talent Bank (*ATB*) that will allow employers to automatically receive *ATB* resumes that match their *AJB* job listings and that will allow jobseekers to automatically receive *AJB* job listings that match their *ATB* resume.



ALMIS

For additional information, please contact David Morman at (202)219-9092 or the ALMIS Team at (202)219-8854.

Rev. 9/15/97

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America's Talent Bank

"The Talent Bank is a wonderful example of using information technology to provide an extremely useful and timely customer service." Vice President Al Gore, 4/7/97

America's Talent Bank (*ATB*) is a nationwide database of electronic resumes that can be searched electronically by employers. *ATB* provides direct access by employers to interested jobseekers and provides jobseekers unprecedented access into a broad job market. Sponsored by the America's Labor Market Information System (ALMIS), Employment and Training Administration, U.S. Department of Labor, *ATB* was developed by a consortium of 20 States, under the technical co-direction of Missouri and Michigan. After a significant pilot testing effort, *ATB* is continuing the roll-out of its production version to the last of the initial nine States. Following a test period of about 60 days, the national roll-out of *ATB* will begin.

The design and resources allow for every State to have an *ATB* server. All One-Stop implementation States have included a commitment to implement *ATB* as part of their overall system building effort and have been provided funds through their One-Stop implementation grant. Other States who are ready to install *ATB* can do so through funds available in the *ATB* grant. In addition, a State may vary its system implementation plans to meet its own scheduling requirements while still having a product for staff and customers by using the *"ATB alternate server,"* hosted by the *ATB* consortium.

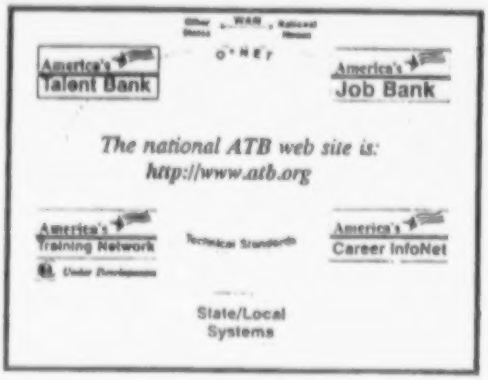
In addition to individual State *ATB* servers and the *ATB* alternate server, there will also be a National *ATB* server. Resumes of jobseekers willing to work in more than one State will be found on this National server.

State Technical Considerations

Both Windows NT and UNIX versions are being developed and States may use either version. Firewall-1 has been tested and works effectively for this application. The specific technical environments supported for this product are:

- SUN SPARCsystem w/ Solaris 2.6
  or
  Mid-level server w/ Windows NT
- Oracle v. 7.x
- Inquiry search engine
- TCP/IP

Future products will include: a "talent scout" to allow employers to automatically receive resumes with specified qualifications; embedded and free form LMI/O•NET; a "take home" resume writer; a Talent Bank/UI Internet application; and direct links to America's Job Bank (*AJB*).



The national ATB web site is:
http://www.atb.org

For additional information, please contact the ALMIS Team at (202)219-8854.

Rev. 6/17/97

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America's Training Network

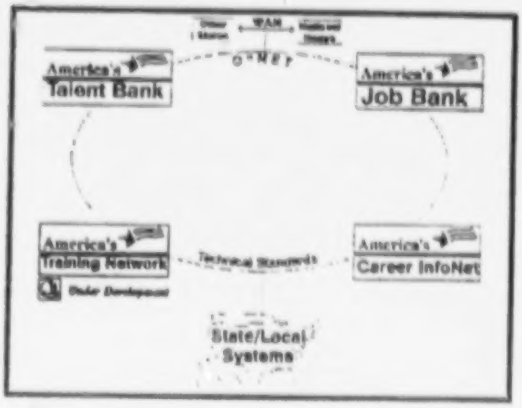
America's Training Network (*ATN*) is a new effort just beginning development and sponsored by the America's Labor Market Information System (ALMIS) of the Employment and Training Administration, U.S. Department of Labor. It is attempting to create a marketplace where individuals and companies can readily find appropriate, already developed training (technology-based, distance learning, traditional courses, or custom-developed). Such a marketplace will make it easier for training vendors to reach their intended audience and for small training firms to find a larger market. The result of an organized, accessible market should be lower overall costs for training and a greater willingness on the part of both employers and individuals to invest in the training necessary to raise the skill level of the American workforce and help the United States become more competitive in the global economy of the 21st century.

The *ATN* will consist of three primary components:

- a browser-enabled user interface
- a set of interconnected content databases
- an undergirding application layer, structured around an expert system (based on the "intelligent Tutor" model developed by the Department of Defense) and a sophisticated search engine, that accesses, manages, and keeps track of the use of the databases.

The **User Interface** will provide a ubiquitous, easy-to-use graphical access, at the server level, to the *ATN*'s applications and databases.

The **Database Layer** will consist of a set of interconnected content databases, including: the *Institutions Database* of all the public and private post-secondary course offerings; the *Training Products Database* of the various non-traditional self-contained training programs; the *Accreditation, Certification, and Licenses Database*; the *Training Modules Database* containing the electronic building blocks used in computer-based courseware development; the *Vendor Database* of training developers and providers; the *Consumer Information Database* of information on outcomes, cost, and performance information.



The **Applications Layer** will provide the *ATN* user with intelligent help in defining training needs, establishing learning goals, and assisting users in navigating training choices.

ALMIS

For additional information, please contact David A. Morman at (202)219-9092 or the ALMIS Team at (202)219-8854.

Rev. 5/30/97

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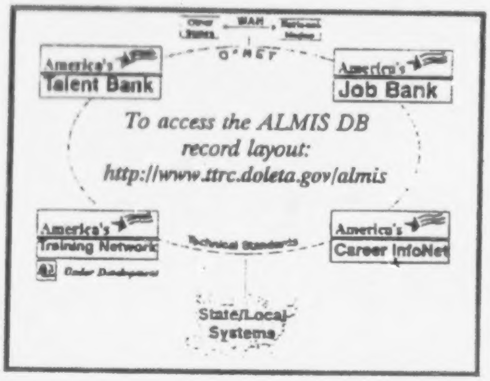
ALMIS DataBase System

The America's Labor Market Information System (ALMIS) DataBase (*ALMIS DB)* is a centralized database that has been developed for the maintenance of labor market and occupational information. It is available to the States and must be packaged with any of a number of internet and client/server applications, currently under development, or a State-customized application.

The *ALMIS DB* is intended to serve the occupational information needs of the country, and currently includes: projected employment; wage information; training information; employer information; population and demographic data; economic indicators; and area cost of living profiles.

OIS c/s is a product currently associated with OLMID c/s, the precursor to *ALMIS DB*. It will be rewritten for the new database structure and one of the applications available for use with *ALMIS DB*. It will be a windows-based application that queries data from the *ALMIS DB* and allows the user to search by categories, such as, occupation, industry, or training programs. Users will also be able to select from a list of frequently asked questions to obtain occupational information.



To access the ALMIS DB record layout: http://www.ttrc.doleta.gov/almis

ALMIS DB and *OIS c/s* were developed by the America's Labor Market Information (ALMIS) Team, with technical assistance from the National Occupational Information Coordinating Committee (NOICC) and the state of North Carolina. These products are enhanced, client-server versions of products originally developed by NOICC.

State Technical Considerations

The supported environment for *ALMIS DB* is:

- SUN SPARCsystem w/ Solaris 2.x
  or
  Mid-level server w/ Windows NT
- Oracle v. 7.x
- Oracle SQL*NET
- TCP/IP

Future products will include the development of America's Career InfoNet, which will build on the foundation of the *ALMIS DB*. This will be an ALMIS service made available through the Internet and integrated with America's Job Bank (AJB), America's Talent Bank (ATB), and other core systems so that all users, including both jobseekers and employers, will be able to obtain information about occupations, employment conditions, *etc*. There will also be an embedded Career Resource Library with links to other relevant web sites.

For additional information, please contact Dr. George Richard at (202)219-5600 or Jean A. O'Donoghue at (202)219-8854, of the ALMIS Team.

Rev. 6/16/97

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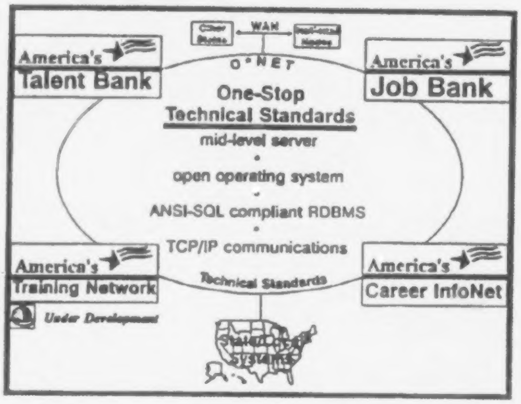
One-Stop Technical Standards

Voluntary One-Stop technical standards have been developed by a committee of State and Federal representatives, as well as representatives from ICESA (Interstate Conference of Employment Security Agencies) and NOICC (National Occupational Information Coordinating Committee). The mission of the One-Stop Technical Standards Committee is to develop and disseminate voluntary technical standards and guidelines for application development within the One-Stop environment, with the intent to maximize the use of technology budgets at the Federal and State level, by encouraging the sharing of common applications and creating a market for application developers, both public and private, to design systems that can be used by multiple states.

This activity is in support of and focused on new, nationally developed information systems, that can be used by multiple states. These technical standards and guidelines have been developed to encourage the efficiencies of sharing and national linkages of information systems by public and private groups.

The goal of the One-Stop Technical Standards Committee is to establish standards and guidelines that will enable states to develop information systems that talk to each other, enable expanded user access, and improve customer service in the One-Stop Center System.


WAN
O*NET
America's Talent Bank
America's Job Bank
One-Stop Technical Standards
mid-level server
open operating system
ANSI-SQL compliant RDBMS
TCP/IP communications
Technical Standards
America's Training Network
Under Development
America's Career InfoNet
Systems

Specific technical environments supporting the major One-Stop/ALMIS electronic systems at the State level are the following:

America's Job Bank: SUN SPARCsystem with Solaris 2.x operating system or a mid-level server with Windows NT, running Oracle v. 7.x, and using TCP/IP.

America's Talent Bank: SUN SPARCsystem with Solaris 2.6 operating system or mid-level server with Windows NT running Oracle v. 7.x and Inquiry search engine, and using TCP/IP.

ALMIS Database: SUN SPARCsystem with Solaris 2.x operating system or a mid-level server with Windows NT, running Oracle v. 7.x with Oracle SQL*NET, and using TCP/IP.

America's Training Network: *Under construction*. Will be developed in an open system environment, compliant with technical standards, and compatible with major systems.

ALMIS

For additional information, please contact Jean A. O'Donoghue of the ALMIS Team at (202)219-8854.

Rev. 7/10/97

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O*NET

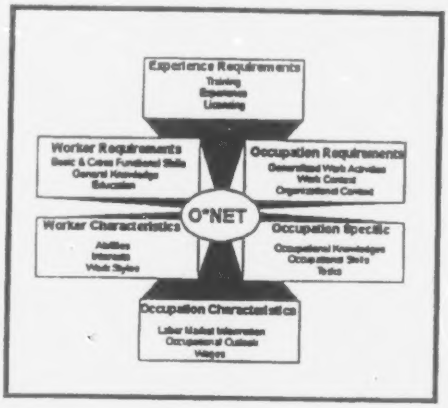
O*NET, the Occupational Information Network, is a comprehensive database system for collecting, organizing, describing and disseminating data on job characteristics and worker attributes.

*O*NET* will replace the outmoded Dictionary of Occupational Titles (DOT), currently the nation's primary source of occupational information. Offering more than merely updated data, *O*NET* provides a new conceptual framework that reflects the advanced technologies, adaptable workplace structures and wide-ranging skills required by today's changing workplace.

*O*NET* can help all Americans make informed employment decisions. *O*NET's* usefulness will expand as its data become increasingly accessible to the public.

The *O*NET* database identifies, defines, describes and classifies occupations. *O*NET* provides users with the following types of occupational information (see box).

*O*NET* classifies data into these domains, giving you six "windows" to look in to all aspects of the workplace.


Experience Requirements
Training
Experience
Licensing
Worker Requirements
Basic & Cross Functional Skills
General Knowledge
Education
Occupation Requirements
Generalized Work Activities
Work Context
Organizational Context
O*NET
Worker Characteristics
Abilities
Interests
Work Styles
Occupation Specific
Occupational Knowledges
Occupational Skills
Tasks
Occupation Characteristics
Labor Market Information
Occupational Outlook
Wages

*O*NET* DATABASE: A FOUNDATION TO BUILD ON

No one effort, public or private, can capture all aspects or target all the dimensions involved in the changing workplace. Government's participation helps insure objectivity and fairness in data collection, but government alone cannot build the extensive occupational information network today's economy demands.

The *O*NET* database will serve as the publicly funded hub of a vast network of developers, agencies and organizations working with a common goal: create materials that enhance the employment potential of all Americans. For example, developers could enhance the *O*NET* database "core" to [illegible]

- ⇒ Create skills-match profiles
- ⇒ Open new approaches to career counseling
- ⇒ Develop resumes, job orders, and descriptions of personnel positions.
- ⇒ Align educational and job training curricula with current workplace needs
- ⇒ Fine-tune assessments to fully evaluate skills and requirements
- ⇒ Restructure staff and organizational development
- ⇒ Explore career options that capitalize on prior experience
- ⇒ Reduce recruitment costs of workers
- ⇒ Benchmark performance appraisals

ALMIS

For additional information, please contact the O*NET Team at (202)219-7161, or via e-mail at O*NET@doleta.gov, or contact the ALMIS Team at (202)219-8854.

Rev. 6/19/97

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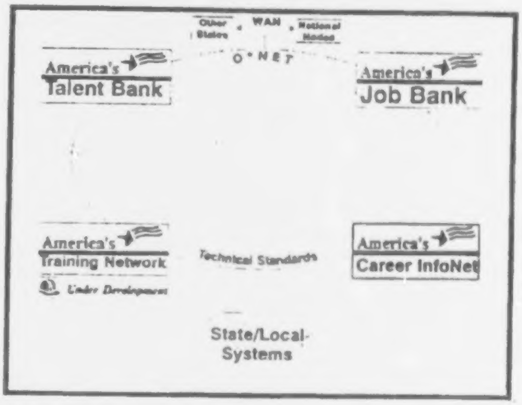
ALMIS Employer Database

One of the most vital needs of a jobseeker is information about employers: who they are, where they are, how can they be contacted? This information has been collected by State Employment Security Agencies (SESAs), but generally was not available to jobseekers due to confidentiality restrictions. That is – until now.

The ***America's Labor Market Information System (ALMIS) Employer Database*** is an acquired database containing information about over ten million employers throughout the country. Jobseekers, career counselors, and other intermediaries will have direct access to information about these employers. The ***ALMIS Employer Database*** is being purchased by the U.S. Department of Labor, Employment and Training Administration, as part of their strategy for creating a comprehensive ALMIS DataBase ***(ALMIS DB)*** that will support user applications under America's Career InfoNet.

The ***ALMIS Employer Database*** is expected to be available to states in September. There will be several levels of access to the data: primary recipient, intermediate user, and client. The primary recipient, usually the SESA, will be able to either download the entire database to a PC (along with a proprietary search engine, if they so choose), or search the database using the CD directly. The intermediate user, a local One-Stop or other service deliverer, will be able to search the entire database and retrieve up to 2,500 records at one time. The client, *e.g.*, a jobseeker, will be able to search the entire database and retrieve up to 100 records.



The ***ALMIS Employer Database*** contains over 40 data elements including:

- Employer Name
- Mailing Address
- Telephone Number
- Contact Person
- Ownership Code
- Physical Address
- Industry
- FAX Number
- Employment
- Internet Address

If a state chooses to use the included search application, a number of fields can be searched, including name, SIC, city, state, zip code, phone number, or employment size.

Each state, after signing a usage agreement with the vendor, will receive two complete sets of the database on CDs. Maine, as the lead state in the ***ALMIS Employer Database*** Consortium, will coordinate the delivery of the database to the states. States may also purchase additional copies of the database directly from the vendor.

ALMIS

For additional information, please contact Ray Fongemie at (207)287-2271 or Vicky Galifaro of the ALMIS Team at (202)219-8854.

Rev. 7/2/97

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ALMIS Common Intake System

The ALMIS (America's Labor Market Information System) Common Intake System (*ACIS*) is designed to be a single entry point into the One-Stop Career Center System. It has been developed by a consortium of states, with Iowa as the technical lead. Accessible initially via a local office and, in a later release, via the Internet or State Intranet, the *ACIS* provides the framework for collaborative information gathering across programs and across states.

Based on an integrated ALMIS Data Dictionary, developed by the consortium, the *ACIS* eliminates the requirement to focus on specific program data elements by taking a holistic approach to information gathering focused on the customer. Common Intake concentrates on limited, sufficient data required to satisfy service delivery requirements, not fragmented program requirements. Readily modifiable for state-specific purposes, the system supports the data intensive reporting requirements of today while designed and built for the customer service-oriented computing environmentrequired for tomorrow.

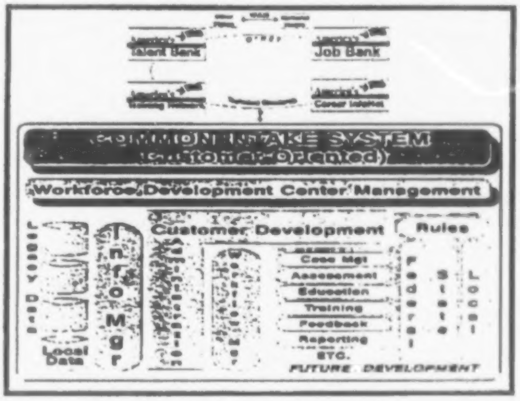
The *ACIS*'s primary database features sections for Basic, Employment, Training and Insurance Intake. Only those sections appropriate to the customer's need or interest shall be completed. Other key databases include a Local Services Index, a Limited Services Log, and a virtual Waiting List designed and integrated with the office's unique flow. The *ACIS* will begin piloting the production version in June in Iowa, in July in Minnesota and North Carolina, and in September in Connecticut. It will be available for distribution to all states by Fall, 1997.

Technical Requirements

The system currently requires Lotus Notes Release 4.5 installed on the desktop and server. When the self-registration component and the direct ***ATB*** link is established, it may be accessed using any Internet browser. The recommended desktop system is: Pentium, 133+ MHz, 16+ MB RAM, 1+ GB HDD, running Windows NT or Windows 95. The recommended server is either a Unix or Intel-based system. A state-compatible middleware product will also be required to integrate data from a mainframe system.

The Common Intake web site will shortly be updated to include information on steps a state can take now in preparation for installing the *ACIS*, including training, technical documentation, etc.

http://www.state.ia.us/government/wd/wddpo


Talent Bank
Job Bank
Career InfoNet
COMMON INTAKE SYSTEM
(Customer-Oriented)
Workforce Development Center Management
Customer Development
Rules
Legacy Data
Local Data
Info Mgr
Case Mgt
Assessment
Education
Training
Feedback
Reporting
ETC.
Federal
State
Local
FUTURE DEVELOPMENT

For additional information, please contact Lynn Paustian, the Consortium Technical Director, at (515)281-9099, or Jean A. O'Donoghue of the ALMIS Team at (202)219-8854.

ALMIS

Rev. 6/16/97

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Media Library of Occupations

An America's Labor Market Information System (ALMIS) consortium has been funded, with New Jersey as the lead state, to begin a project that will enhance the One-Stop system building effort nationwide. It incorporates the use of the Internet and other technology-based delivery of One-Stop unassisted services, and accelerated introduction of products and services. Specifically, the project is to begin development of a library of motion video, still video, and other multi-media occupational information segments, pilot these in a New Jersey One-Stop site, and make them available to all States.

The consortium of States have collaborated to choose the initial 100 occupations which will be represented in motion video, still video, and other media formats. States drew from their demand occupation lists in this process, as well as the BLS national high demand lists. Most of the selections come from the BLS lists of fastest growing occupations and largest occupations. Each consortium State also has been given a free choice of five additional occupations. Scripts are being written describing the multi-media content for each occupation. Once the consortium reviews and approves the script content, the next step will be media production. Following the first set of twenty completed videos, focus groups will review the films to provide feedback as to the usefulness of the product and any constructive changes in format or production. This information will be used to see if we are on target with this effort and to modify the process, if necessary. Motion video segments will be compressed into the MPEG-1 format and stored on CD-ROM. The consortium will approve the produced media. Copies of the CD-ROM will be provided initially to all consortium states and then be made available to all interested States.

An initial decision was made that the target audience of the occupational videos would be adults. A second audio track may be available for these videos, so alternate voice-overs could be made in the future to focus on school-age youth or another target audience, using the same video portion. The majority of these videos will be 90 seconds long, with some of shorter duration. Real people will be filmed in their work settings with a voice-over written by script writers and read by actors.

The first six videos were ready in May, 1997. All of the initial 100 videos will be completed by December, 1997.

TECHNOLOGY CONSIDERATIONS

For the New Jersey pilot, the motion video will be compressed into the MPEG-1 format and stored on CD-ROM. The contents of the CD-ROM will be installed onto an Oracle Video Server and delivered across a LAN to 15 public access client workstations at the New Brunswick, NJ (Middlesex County) One-Stop Site. These segments can be incorporated into any type of multi-media application in any State, according to the technology requirements in each State, or may be streamed over the Internet, dependent on speed considerations.

ALMIS

For additional information, please contact Connie O. Hughes, New Jersey project director, at (609)633-0491 or Jean A. O'Donoghue of the National ALMIS Team at (202)219-8854.

Rev. 6/19/97

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Long-term Industry Projections

The main goal of the long-term Industry Projections and Census Tools Consortium is to provide methods and tools to improve the development and delivery of industry/occupational employment projections for State research and analysis units. To accomplish this objective Consortium members have undertaken several research projects.

One of the major projects was to develop a tool for analysts to produce industry projections that can be used as input for the MicroMatrix occupational projections system. The long-term Projection System (*LTP*) provides the analyst with a wide variety of tools to investigate industry employment characteristics and behavior. Analysts can make pre-projection decisions by developing location quotients, time series, growth rate analysis, and review the national, state, and local industry mix. Industry employment projections can be accomplished by using any one or several of the methods offered by the system. Researchers can build models using shift share analysis, time series, or predefined and customized regression techniques. Once the models are selected for each industry they are saved and used to build an Industry Control Totals (*ICT*) file used as input for the MicroMatrix System.

The ***LTP*** System has been provided to each State R&A unit. In most States the system will be used to develop industry projections in preparation for the next round of industry/occupational projections that will begin this fall. A Pentium Processor with 16 MB of RAM is the desirable personal computer configuration. However, the system will run on a 486 machine with 8 MB of RAM.

On going Consortium research focuses on the use of tools and techniques that analysts use to develop or review data. Research continues on the use of the Occupational Area Specific Information System (*OASIS*). This project is looking at the validity of using ***OASIS*** to estimate sub-state occupational staffing patterns. Replacement rates and change factors used in the development of occupational projections are also being reviewed. Another project provides access to State projections on the Internet. This information can be found at ***http://udesc.state.ut.us/almis/stateproj/***

Future research will look at additional uses of the Internet for the delivery of industry/occupation projections information. Researchers are also reviewing areas of concern in the new OES/Wage program. Other research includes looking at labor supply, providing projection guidelines for States, and providing a projections reference manual. The Consortium will continue to develop enhancements for the ***LTP*** System and provide technical support and training for State analysts.

LONG-TERM PROJECTIONS CONSORTIUM

- Industry Projections System for State Analysts
- Occupational projections research
- Internet access of State and National Industry/Occupational Information
- Sub-State Occupational staffing patterns
- Technical Support and Training of State Analysts

ALMIS

For additional information, please contact Bob Murdoch at (702)687-4550 or Vicky Galifaro of the ALMIS Team at (202)219-8854.

Rev. 6/19/97

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Short-Term Forecasts

An America's Labor Market Information System (ALMIS) consortium was funded, with Illinois as the lead state, to develop an automated system which would allow state employment security agency analysts to produce *quarterly* statewide industry forecasts and *annual two-year* statewide occupational forecasts.

The goal is to enable service providers to be able to present key labor market facts so that dislocated workers, new entrants – in fact, all types of job seekers looking for quick entry into the labor market – may make informed job choices.

The consortium membership reflects private- and public-sector involvement in creating a hybrid data processing system which will produce timely and comparable forecasts, *i.e.*, timely by gauging the turning points in the economy and comparable across states.

To date, the industry forecasting component of the system is complete; five week-long training seminars have been conducted (attended by 82 analysts from 46 states, Washington, D.C., and Puerto Rico); and software for industry forecasting has been distributed to state employment security agencies.

Areas of activity during the first-year of the project included: data sources, system design, system development, and occupational hiring research.

Second-year activities encompassed capacity building, enhancements to statewide forecasting software, Internet (home page and electronic accountability), metropolitan area forecasting, research on occupational forecasting, and user products.

During the next year, activities will focus on:

- A beta test of forecasting software for industry employment in metropolitan areas
- Development of an occupational forecasting component
- Integration of economic information to facilitate a national job search of local labor markets
- Projections WEB site
- Presentation of labor market information

State Technical Considerations

Minimum technical requirements to use the software: 66MHz 486 with 16MB RAM running Windows 3.1 or better, 3.5" Floppy or CD-ROM Drive, Mouse, and VGA monitor.

The final version of software will incorporate user-friendly options, analytical tools, and a flexible response to diverse state needs.

SHORT-TERM FORECAST PRODUCTS

- Two-year forecasts (annual updates) of private sector employment in over 700 occupations
- Quarterly forecasts extending to two years (quarterly updates) of private-sector employment in 65 industries

ALMIS

For additional information, please contact Henry Jackson at (312)793-2316 or Vicky Galifaro of the ALMIS Team at (202)219-8854.

Rev. 7/9/97

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Occupational Employment Statistics (OES)

One of most frequently requested products from the LMI offices is accurate, local wage data. *Uniform* wage data by occupation at the *local* labor market level is a major gap in our current LMI system. State and local governments conduct most surveys; they use multiple definitions of both occupations and wages. The timing of the surveys varies from state-to-state and is hard to compare. The **Occupation Employment Statistics** (*OES*) survey expanded its collection to include wages from all states in 1996 to address this need.

With the expanded *OES*, the country will have a standardized wage survey which will allow comparability across state borders in a mix of occupations that will cover virtually the entire economy. The *OES* will now produce a valid "mean" and a median earning for over 800 occupations in over 500 sub-state areas.

The expansion of the *OES* survey, which became operational in 1971, to every state as well as to every Metropolitan Statistical Area (MSA) and to many sub-state areas would eliminate the need for the Alien Labor Certification (ALC) program's ad hoc surveys and reduce the respondent burden by employers.

OES Survey

- First truly national wage survey.
- Provides detailed occupational and industry information on employment and wages.
- Covers over 800 occupations in more than 500 sub-state areas.
- Eliminates the need for other state wage surveys.
- First data available in fall of 1997.

Watershed benefits to the national and state occupation projection programs will also be substantial since these programs use the *OES* program statistics for their raw data.

In the absence of the *OES*, a standardized, cost-effective, periodic, national wage survey would have to be designed that would meet the needs for local wage data and be comparable between areas. Until this expansion is realized, quality and timeliness of wage data is inconsistent.

The *OES* survey is conducted in cooperation with the Employment Training Administration (ETA) and the State employment security agencies (SESAs) and is now designed to obtain national, State, and area occupational estimates for all States. ETA and the Bureau of Labor Statistics (BLS) fund the program.

BLS provides the procedures and technical assistance for the survey, with input from ETA's ALC and the ALMIS team; SESAs do the actual collection of the data.

The expanded *OES* survey, which went to the field in the fall of 1996, will yield its first results in late 1997.

ALMIS

For additional information, please contact Jim Conley of the ALMIS Team at (202)219-8854.

Rev. 6/19/97

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ALMIS Consumer Report System

The ALMIS Consumer Report System (*CRS*) is set of integrated products & services to facilitate "Informed Choice" by providing historical performance, service, and contribution information of One-Stop and employment, training, & education programs to:

Student & workforce development program participants as an additional new tools in their 1) career decision-making and 2) selection of education & training alternatives;

State workforce development & One-Stop Career Center administrators to help guide their development and continuous review of 1) policies & strategies and 2) referrals & procurement decisions; and

The private sector & general public to help improve 1) the match between the training supply and the demand for high skill/high wage occupational employment and 2) investment decisions.

The *CRS* Consortia is led by Texas and the other Round I One-Stop Implementation States (Massachusetts, Maryland, Connecticut, Iowa, & Wisconsin).

Other partners include: all other One-Stop States; secondary & higher education; and academicians conducting research on education/training provider performance, career information delivery, and/or customer satisfaction ratings of publicly funded workforce development programs.

Beta 2 Development includes a more customer friendly, web-like user-interface; more data choices; data disaggregation by exitor status; and easier to read results.

"Year 2" Activity: The principal emphasis will on the conversion of the *CRS* to an Oracle / UNIX environment to be mounted on the Internet next to America's Job Bank. Also an additional link to the BLS Occupational Outlook Handbook is now planned.

http://www.soicc.capnet.state.tx.us/crs/

The system's primary components are:

✓ A Field Guide for State implementation of automated UI wage record follow-up and reporting of program exitors

✓ A Standard Database and Structure to hold and organize education, Employment, and training service provider performance history information (whether obtained by automated or traditional techniques)

✓ A Graphical User Interface (GUI)

✓ A Report Generator to display the "real world" outcomes-based results of One-Stop and other employment/training/education program exitors in three forms:

1. Text (primarily for counselors)
2. Tabular (primarily for program planners & administrators)
3. Graphs (primarily for students)

✓ Built-in Utilities for monitoring both usage & action steps taken by end users

✓ Reference Manuals / Technical Assistance

ALMIS

For additional information, please contact Marc Anderberg, the Consortium Technical Director, at (512) 502-3772, or David S. Lipnicky of the ALMIS Team at (214) 767-4966.

Rev. 7/31/97

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CHAPTER 5 RESOURCES

EXAMPLES OF ASSESSING TRAINING NEEDS

Attachment 5-A. Summary of State of Indiana Core Competencies Project 5-A-1

Attachment 5-B. Wisconsin's Model for One-Stop Capacity Building (1995) 5-B-1

EXAMPLES OF DEVELOPING TRAINING CURRICULA FOR STAFF AND MANAGERS

Attachment 5-C. Description of Workshops at Minnesota Training Conference for Labor Market Information Users (1996) 5-C-1

Attachment 5-D. Connecticut's Three-Year Plan for Staff Development Services (1995-1997) 5-D-1

Attachment 5-E. Maryland Institute for Employment and Training Professionals' CareerNet Capacity Building Plan (1996) 5-E-1

ATTACHMENT 5-A
SUMMARY OF STATE OF INDIANA CORE COMPETENCIES PROJECT

Summary

State of Indiana
Core Competencies Project

Synopsis:

- Self-assessment of competencies needed in the workforce development industry based on the work of the Secretary's Commission on Achieving Necessary Skills (SCANS). Training of subject matter experts in brain research-based training and learning.
- The goals of the project are to:
  - Improve the relevance and applicability of training provided to state and local front line staff by focusing on actual job competencies and assessed needs.
  - Reduce duplication of training among staff of different funding sources by identifying common training needs across similar functions.
  - Reduce the need for external training consultants by enhancing internal training capacity.
  - Benchmark performance and training outcomes to state and national voluntary standards.

Background:

Much of the training provided within the workforce development arena has been program focused. Very little attention has been given to the competencies needed by staff to succeed overall in the workforce development industry. The Indiana Job Training Administrators Training Institute and the Indiana Department of Workforce Development have been working to address this situation and focus on necessary competencies under a capacity building grant from the U.S. Department of Labor.

Under the project, SCANS competencies were identified for eight functions within workforce development that apply across all program areas: Wagner-Peyser, JTPA, and UI. The competencies were identified by focus groups of staff representing all functions and field tested prior to implementation. The functional areas identified were:

- Business administration/management
- Supervision
- Business support
- Job development/networking
- Interviewing
- Assessing
- Counseling
- Training

Once the areas were identified a data-gathering instrument was designed and piloted. The data was compiled and used in a field clarification and validation process. Experts in each functional area were invited to attend focus groups for this purpose.

An orientation session was designed to help staff understand how to complete the self-assessment tool. The orientation was delivered by staff who attended Peer Trainer Training, which ensured that all learning styles were addressed in the delivery of the orientation.

The Peer Trainer training was provided by a team consisting of Joyce Duvall from the ITJA Training Institute and Sharon Bowman, a learning techniques and training consultant. Subject matter experts from across the state were trained. Some service delivery areas have arranged to secure additional training with their own resources.

Benefits of the Core Competencies Approach:

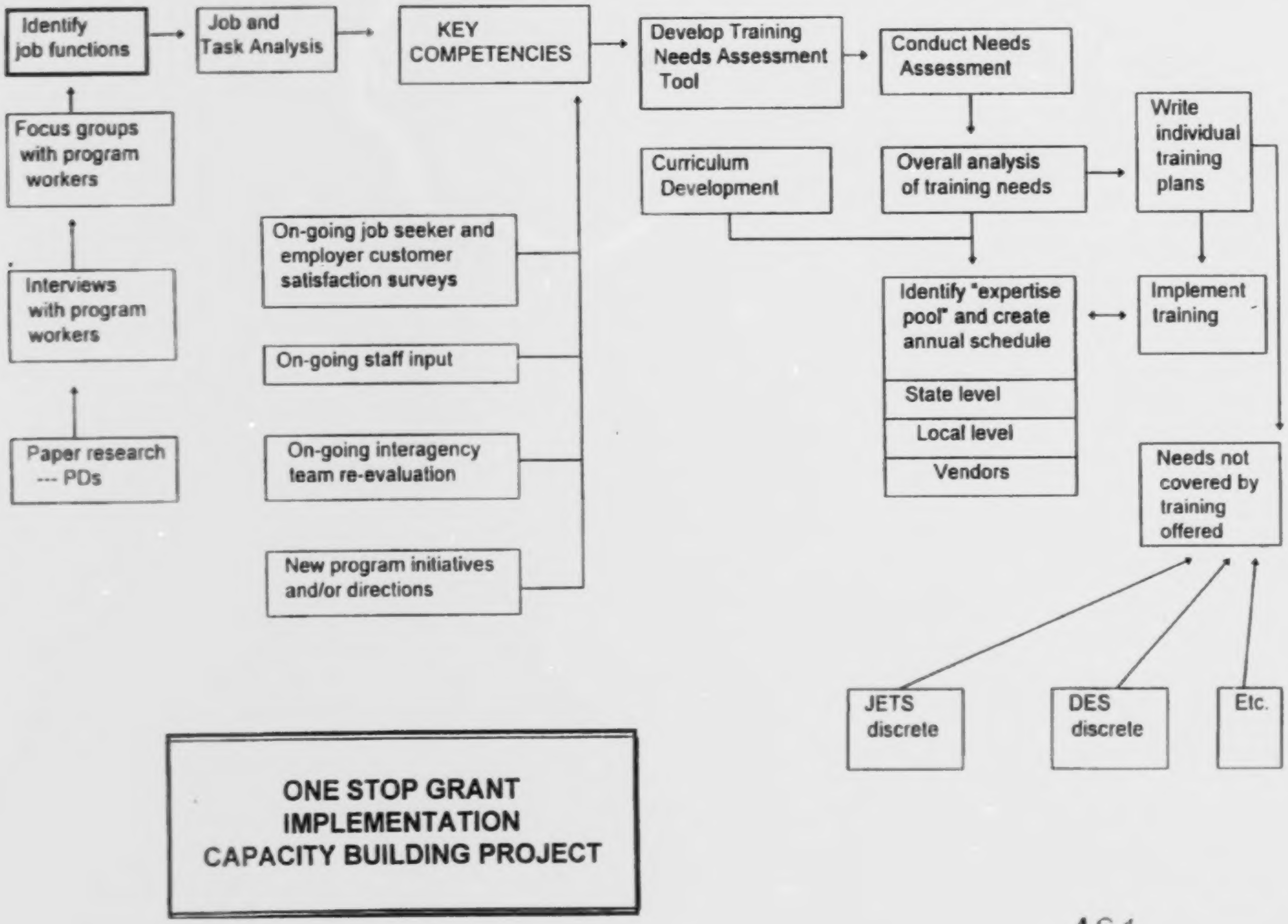
- Promotes ownership and responsibility for personal development.
- Assists staff in identifying transferable skills rather than just program-specific skills.
- Supports the One-Stop concept by bringing staff together in terms of functions.
- Provides a link between One-Stop and School-to-Work (based on SCANS as a common language used by both for identifying competencies).
- Assesses what staff know and can do.
- Assures that quality training is provided within the system by preparing staff to teach each other.

For more information on this project, contact:

Nina White
Director of Strategic Planning
Indiana Department of Workforce Development
10 North Senate Avenue, 3rd Floor
Indianapolis, Indiana 46204

317-232-7381
317-233-4793 (fax)

ATTACHMENT 5-B
WISCONSIN'S MODEL FOR ONE-STOP CAPACITY BUILDING (1995)


Identify job functions
Job and Task Analysis
KEY COMPETENCIES
Develop Training Needs Assessment Tool
Conduct Needs Assessment
Focus groups with program workers
Interviews with program workers
Paper research --- PDs
On-going job seeker and employer customer satisfaction surveys
On-going staff input
On-going interagency team re-evaluation
New program initiatives and/or directions
Curriculum Development
Overall analysis of training needs
Write individual training plans
Identify "expertise pool" and create annual schedule
State level
Local level
Vendors
Implement training
Needs not covered by training offered
JETS discrete
DES discrete
Etc.

ONE STOP GRANT IMPLEMENTATION CAPACITY BUILDING PROJECT

ATTACHMENT 5-C
DESCRIPTION OF WORKSHOPS AT MINNESOTA TRAINING CONFERENCE FOR LABOR MARKET INFORMATION USERS (1996)

WORKSHOP SESSIONS

Electronic LMI - ways to access labor market information through electronic media, including the Internet.

Careers/MCIS - LMI available to aid in making career choices.

Labor Shortages - how to deal with the problem of finding employees in times of low unemployment.

Publications and Reports - information that is available from the Minnesota Department of Economic Security's Research and Statistics office.

LMI - 101 - an introduction to labor market information and what you need to be familiar with to take full advantage of it.

Real Game/Teams* - how to incorporate LMI when working with students to better prepare them for the working world.

EETS - what new LMI information will be available from the Education-and-Employment Transition System.

Projections - Industry and occupational projections into the next century.

MULTIPLE SESSIONS OF ALL WORKSHOPS WILL BE AVAILABLE

Minnesota Department of
Economic Security
390 North Robert Street
St Paul MN 55101

OFFICAL BUSINESS
Penalty for Private Use $300

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 12634 WASHINGTON D.C.

Minnesota Department of Economic Security
Research & Statistics Office
Attn: Brian Allie
390 North Robert Street
St. Paul, MN 55101

Labor Market Information Users' Conference

How to use LMI data to prepare for today, tomorrow and the future!

September 16 and 17, 1996

Minnesota Department of Economic Security
Research & Statistics Office

ATTACHMENT 5-D
CONNECTICUT'S THREE-YEAR PLAN FOR STAFF DEVELOPMENT SERVICES (1995-1997)

Staff Development Services
1995 - 1997

1995

Service	Offices to be Served	Quarter[1]			
		1	2	3	4
Telephone Skills Training	19 Offices		8	11	
Exceptional Customer Service	7 Offices			3	4
Quest for Quality Training	7 Offices				7
Connecticut Works Orientation Training	7 Offices			2	5
Greeter Training	2 Offices			2	
Pre & Post Opening Consultant Support Services	19 Offices			2	19
Site Specific Training - Customer Driven	2 Offices			2	2
Cross Training	1 Office				1

1996

Service	Offices to be Served	Quarter[1]			
		1	2	3	4
Exceptional Customer Service	12 Offices	2	✓	✓	
Quest for Quality Training	12 Offices	4	✓	✓	
Connecticut Works Orientation Training	12 Offices	3	✓	✓	
Greeter Training	16 Offices	2	✓	✓	✓
Pre & Post Opening Consultant Support Services	19 Offices	19	✓	✓	✓
One Stop Implementation Plan Supportive Service	17 Offices	17	✓	✓	✓
Waiting Room Management Training	19 Offices		✓	✓	✓
Team Building Training	19 Offices	5	✓	✓	
Word Processing Skills Training	19 Offices		✓	✓	✓
Keyboard Skills Training	19 Offices		✓	✓	✓
Production of One-Stop Videos	19 Offices	1	✓		
Strategic Planning	19 Offices				✓
Supervisory Skills Training	19 Offices		✓	✓	✓
Customer Service Training for Employer Customers	19 Offices			✓	✓
Marketing Strategies for Targeted Employers	19 Offices			✓	✓
Performance Measures Training	19 Offices	5	✓	✓	✓
Job Bank Training	19 Offices			✓	✓
Site Specific Training - Customer Driven	19 Offices	2	✓	✓	✓
Cross Training	19 Offices	0	✓	✓	✓

1997

Service	Offices to beServed	Quarter[1]			
		1	2	3	4
Strategic Planning	19 Offices	✓	✓		
Supervisory Skills Training	19 Offices	✓	✓	✓	✓
Customer Service Training for Employer Customers	19 Offices	✓	✓		
Marketing Strategies for Targeted Employers	19 Offices	✓			
Performance Measures Training	19 Offices	✓	✓		
Job Bank Training	19 Offices	✓	✓		
Additional Team Building Training	19 Offices		✓	✓	
Conflict Management Training	19 Offices		✓	✓	✓
Post Opening / Transition Consulting Services	19 Offices	✓	✓	✓	✓
Site Specific Training - Customer Driven	19 Offices	✓	✓	✓	✓
Cross Training	19 Offices	✓	✓	✓	✓

---

[1] Quarter in which work will be done

ATTACHMENT 5-E
MARYLAND INSTITUTE FOR EMPLOYMENT AND TRAINING PROFESSIONALS' CAREERNET CAPACITY BUILDING PLAN (1996)

[illegible]
[illegible]

MARYLAND INSTITUTE FOR EMPLOYMENT & TRAINING PROFESSIONALS

CAREERNET Capacity Building
Update 3/15/96

-August 1995

DACUM - **Resource Area Specialist** Conducted

-Summer of 1995

CareerNet Orientation developed

-Fall 1995

CareerNet Orientation implemented

Held: September 20 *Number of Participants:* 27
Held: November 11 *Number of Participants:* 24
Total number completing training to date: 51

-November 1995

Resource Area Specialist Training *Self-Service System*

Scheduled for November 14 & 15
DAY ONE
Held: November 14 *Number of Participants:* 20
DAY TWO
Canceled due to technical difficulties

-December 1995

Resource Area Specialist Training Self-Service System

DAY TWO
Rescheduled: December 19 *Number of Participants:* 11

Resource Area Specialist Curriculum Development

Revision of RAS Self-Service System begun based on feedback
RAS Computer Skills Self Assessment survey developed

-January 1996

Liaison Training for state staff & newly identified Liaisons

Topic: Orientation to CareerNet
Held: January 25 *Number of Participants:* 22

Resource Area Specialist Curriculum Development

Computer Skills Self Assessment survey distributed (needs assessment)

9801 Broken Land Parkway, Suite 105 • Columbia, Maryland 21046 • Phone (410) 290-9072 • Fax (410) 290-9406
email: ljtj33a@prodigy.com

-February 1996

RAS Self-Service System Follow-up Training

Curriculum modifications made as required by participant feedback and system update

Primary focus: systems administration & operations training

Held: February 15 *Number of Participants:* 21

Liaison Training

Attended scheduled MIETP workshops including:

Understanding the Customer
Change Agent
Problem Solving & Decisionmaking
Building Partnership
Presentation Skills

UPCOMING TRAINING

-March 1996

Introduction to CareerNet

Primary audience: state technical people (Paul Gilden)

Date scheduled: March 18

RAS Self-Service System Training

Training has been revised and will now be 3 full days including:

Module I: System Overview, Mainframe Operations
Module II: CN VISIONS
Module III: ODDS, JS Self App., ALEX

Dates scheduled: March 21, 26, 28 *Intended audience:* 9 operating sites

-April 1996

RAS Self-Service System Training

Dates scheduled: April 9,11 16
April 23, 25, 30

Intended audience: Sites scheduled to go on-line in Spring 1996

RAS Customer Service Training

Identified in DACUM process

Day one: Curriculum utilizes existing Understand the Customer.

Day two: Application to CareerNet environment with guided practice. (incorporates materials from Greg Newton's Next Stop: One Stop and Connecticut Department of Labor's Customer Service training.)

Dates scheduled: April 1 & 2 *Intended audience:* RAS

NEXT STEPS

Orientation to CareerNet

Will scheduled to correspond with implementation of new sites waiting for dates.

Resource Area Specialist Training

Prioritize and coordinate modification of existing MIETP Curriculum to address topics identified in Resource Area Specialist DACUM including:

Technical Equipment & Usage
-identify learning objective based as needs assessment
-identify potential training providers/schedule and coordinate training

Interpersonal Communication Skills
-recommend minor changes to existing Communication Skills materials

DOT
-research and review existing curriculum (JS)
-modify if necessary

Reference and Service
-to be developed probably via SMEs

Supervisor Training
Change Agent

Other trainings
-CareerNet's impact on the organization work flow/client flow.
-research and/or development of guide to encourage and support facilitation on inter-agency cross-training experiences between CareerNet partners.
-explore possibility of local implementation group (inter-agency team) to identify areas of possible service integration
  -Job Development
  -job referral process

ON-GOING ACTIVITIES

-Selected and ordered LCD and overhead projector
-Review existing curriculum that meet RAS DACUM criteria
-Review and select additional curriculum materials and resources

MARYLAND INSTITUTE FOR EMPLOYMENT & TRAINING PROFESSIONALS

CareerNet
RESOURCE AREA SPECIALIST
Customer Service
(a two day workshop)

Customer satisfaction is critical to the effective delivery of services in today's workplace. Accurately and appropriately identifying customer needs is the first step in offering quality service to meet those needs.

The first day of this interactive two-day workshop on understanding the customer, will allow participants to develop an action plan to enhance their sensitivity, knowledge, and skills relative to the identification of customer characteristics and needs.
Upon completion, participants will be able to:

- Identify the diversity of the customer characteristics, needs and expectations
- Understand the impact of diversity and demographics on service delivery
- Recognize his or her communication style
- Specify strategies for dealing with challenging customers and situations
- Apply measuring tools as vehicles to enhance customer satisfaction
- Implement tips for improving customer satisfaction

The second day of this workshop is designed to address ways to improve customer service and increase customer satisfaction in a CareerNet (one-stop) environment. This workshop will involve extensive group discussion to develop approaches to achieve customer satisfaction in this new service delivery environment. The emphasis of this component will be on practice application.
Upon completion, participants will be able to:

- Apply multiple techniques and strategies to increase customer satisfaction
- Increase understanding of the one-stop environment and their role in providing customer satisfaction
- Identify structural and procedural issues that need to be addressed to achieve exceptional customer service

Trainer: Chaya Kaplan
Chaya is a social worker, professional trainer, group facilitator, certified Myers-Briggs trainer, and organizational consultant who specializes in working with human services organizations. She has been designing and presenting workshops for the past 15 years. .

DATE:	Monday, April 1 & Tuesday, April 2, 1996
TIME:	9:00 AM to 4:00 PM
LOCATION:	MIETP Training Center, Columbia, MD
TRAINING FEE:	$10 per day (total cost for session-$20)

Sign-in begins at 8:30.
The workshop begins PROMPTLY at 9:00 AM and lasts until 4:00 PM.
A continental breakfast will be available during registration and lunch will be provided.

9801 Broken Land Parkway, Suite 105 • Columbia, Maryland 21046
Phone (410) 290-9072 • Fax (410) 290-9406 • E-mail: ljtj33a@prodigy.com

CHAPTER 6 RESOURCES

EXAMPLES OF MELDING FUNDS FROM DIFFERENT PROGRAMS

Attachment 6-A. Joint Procurement of Services: A Description of a Model Practice from Wisconsin's Technical Assistance Guide for Local One-Stop Partners 6-A-1

Attachment 6-B. Chart Showing the Flow of Workforce Development Funds to The Tarrant County Workforce Governing Board 6-B-1

EXAMPLES OF BROKERING ADDITIONAL FUNDING SOURCES

Attachment 6-C. Local Government Seed Money: A Description of a Model Practice from Wisconsin's Technical Assistance Guide for Local One-Stop Partners 6-C-1

ATTACHMENT 6-A
JOINT PROCUREMENT OF SERVICES: A DESCRIPTION OF A MODEL PRACTICE FROM WISCONSIN'S TECHNICAL ASSISTANCE GUIDE FOR LOCAL ONE-STOP PARTNERS

JOINT PROCUREMENT OF SERVICES

Model Practice	**Common Request for Proposals**
Location	**Waukesha County**
Local Contact	Francisco Sanchez, Program Manager W-O-W Private Industry Council 1900 Pewaukee Road, Suite A Waukesha, WI 53188 (414) 521-5375
Materials Available	Request for Proposals -- Vocational Assessment Services for Waukesha County

Description

Inter-program procurement is readily unified when a single agency administers multiple programs, as in Marathon County's Department of Employment and Training (which administers JTPA, JOBS, Food Stamp E&T, and GA Work Relief). However, special coordinative efforts -- such as joint RFP processes -- have helped to unify procurement when local program administration is split among multiple agencies.

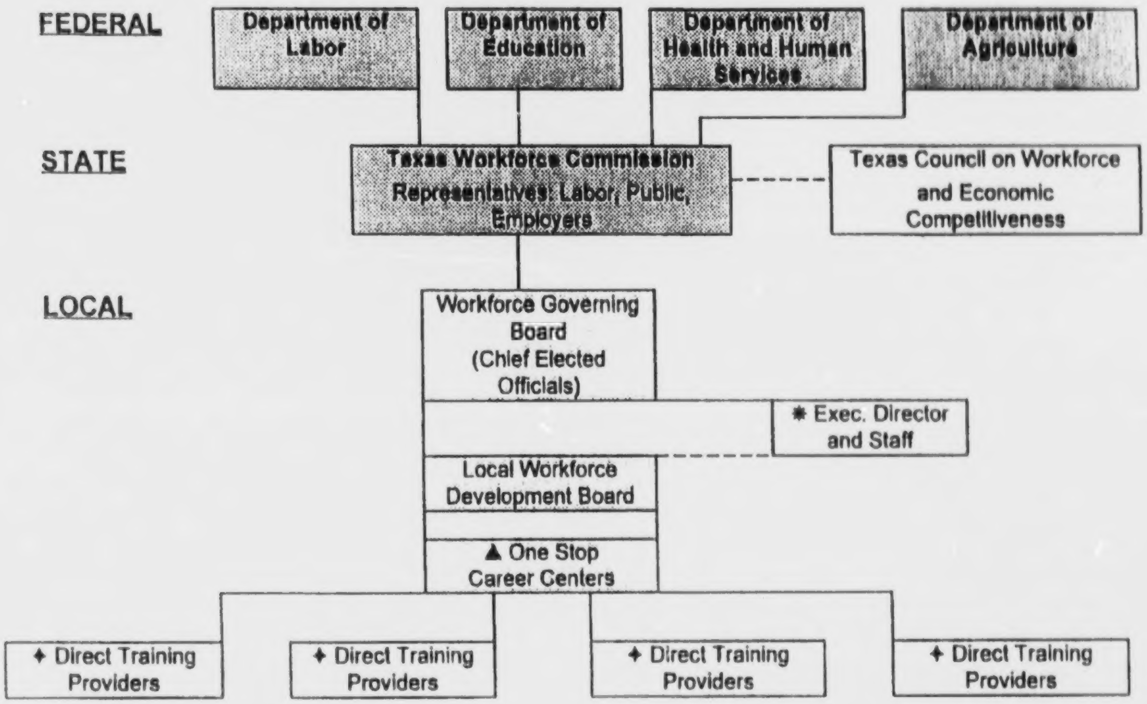
As a first step toward establishing its new Workforce Development Center (WDC), Waukesha County's 8-agency WDC Management Team decided that certain JOBS and JTPA service components should be provided by a jointly-funded single agency. To this end, the Team has established a joint RFP process.

The initial RFP -- for "vocational assessment" -- was issued in March 1993 for the period 7/1/93 - 12/31/94. A second RFP -- for "case management" -- was under development as of August 1993. (Note: In the "vocational assessment" RFP, the Team noted its intent to expand the scope of clientele served to include General Relief and Food Stamp E&T participants, DVR clients, high school students, and fee-for-service clients including existing employers and the general public.)

The RFP document is developed by the PIC in coordination with the Team, and is issued on the Team's behalf by the PIC. The PIC also prepares funding recommendations for the Team. Final funding decisions made by an independent WDC Proposal Review Board consisting of 6 appointees of the County Executive -- 3 County elected officials and 3 PIC members from Waukesha County. (Note: In Waukesha, JOBS is administered by the County DHS while JTPA is administered by the W-O-W PIC.)

ATTACHMENT 6-B
CHART SHOWING THE FLOW OF WORKFORCE DEVELOPMENT FUNDS TO THE TARRANT COUNTY WORKFORCE GOVERNING BOARD

Flow of Workforce Development Funds To Tarrant County Under Texas H.B. 1863 and Current Federal Legislation


FEDERAL
Department of Labor
Department of Education
Department of Health and Human Services
Department of Agriculture
STATE
Texas Workforce Commission Representatives: Labor, Public, Employers
Texas Council on Workforce and Economic Competitiveness
LOCAL
Workforce Governing Board (Chief Elected Officials)
✱ Exec. Director and Staff
Local Workforce Development Board
▲ One Stop Career Centers
✦ Direct Training Providers
✦ Direct Training Providers
✦ Direct Training Providers
✦ Direct Training Providers

✱ The Executive Director and staff are employed by the Workforce Governing Board (WGB). The staff of the WGB also serves as staff for the Local Workforce Development Board (LWDB). Staff for the board must be independent of any organization providing One Stop Centers, workforce education, or workforce training. It is anticipated that an Executive Director may be hired by mid-March, 1996.

▲ The following organizations are possible One Stop providers: Department of Human Services, Tarrant County Employment Network, Texas Employment Commission, The Working Connection, community based organizations and/or private sector businesses. These entities could be in competition for funds from the board or could be funded in any number of partnership arrangements with the board.

✦ The Direct Training Providers provide all direct vocational, occupational and basic academic classroom training. These providers may be Arlington Independent School District (ISD), Fort Worth ISD, Private Proprietary Schools, Tarrant County Junior College, and Universities. These providers are tuition based and will probably have no interest in providing One Stop Centers, because they cannot provide direct training if they run a One Stop Center.

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ATTACHMENT 6-C
LOCAL GOVERNMENT SEED MONEY: A DESCRIPTION OF A MODEL PRACTICE FROM WISCONSIN'S TECHNICAL ASSISTANCE GUIDE FOR LOCAL ONE-STOP PARTNERS

FUNDING

Model Practice **Local Government Seed Money for Job Center Development**

Location **Waukesha County**

Local Contact
Susan N. Dreyfus, Executive Assistant
Office of the County Executive
515 W. Moreland Boulevard
Waukesha, WI 53188-2428
(414) 548-7902

Description

Job center development is a labor-intensive -- and often a capital-intensive -- process. It involves substantial consultation among the partner agencies on service delivery design and client flow, information systems, colocated facility design and office layout, supervision of inter-agency staff units, ongoing management structure and processes, etc. Thus, it typically involves a meaningful up-front financial commitment from each partner.

In some local areas, program managers have had difficulty reserving the time necessary to undertake these up-front planning functions. In addition, local programs/agencies typically lack a ready funding source to support the capital costs associated with colocation, information systems development, etc.

In Waukesha County, planning for the new Workforce Development Center (WDC) has been facilitated by three significant county government committments.

- The County Executive's Office has provided ongoing leadership and a significant staff time to WDC planning. Particularly vital was staff's initial consultations with prospective partners, through which agency interest was identified and mobilized.

- At the County Executive's request, the County Board added $30,000 in local GPR to the Executive Office's 1992 budget to cover costs associated with various aspects of front-end WDC feasibility planning. The Executive also reallocated $20,000 from his Office's 1992 budget to hire a consultant to coordinate site and facility selection.

- Again at the County Executive's request, the County's Community Development Block Grant (CDBG) Board allocated $50,000 of these locally-controlled federal funds to cover costs associated with planning and development of the WDC's multi-agency management information system.

These funding commitments have been in addition to those made by partner E&T agencies out of their respective operating budgets. By all accounts, they were the key ingredient in catalyzing the WDC initiative and sustaining it through its early planning phases.

CHAPTER 7 RESOURCES

EXAMPLES OF DEVELOPING STATEWIDE AND LOCAL GUIDELINES FOR MARKETING

Attachment 7-A. Statewide Marketing Materials, Connecticut (1996) 7-A-1

Attachment 7-B. One-Stop System Marketing Plan, Ohio 7-B-1

Attachment 7-C. Local Marketing Plan, The Workforce Development Center in Waukesha County, Wisconsin 7-C-1

Attachment 7-D. One-Stop Logo Specification Sheet, State of Texas 7-D-1

EXAMPLES OF DESIGNING STATEWIDE MARKETING MATERIALS

Attachment 7-E. General State One-Stop Marketing Brochure: "Connecticut Works: Our Business is Jobs" 7-E-1

Attachment 7-F. Early Marketing Brochure for the State of Ohio: "One-Stop Career Center System: Bringing Jobs and Training to You" 7-F-1

EXAMPLES OF DESIGNING LOCAL MARKETING MATERIALS

Attachment 7-G. Baltimore Marketing Brochures Targeted to Employers: "Employ Baltimore" and "May the Workforce Be With You" 7-G-1

Attachment 7-H. General Local Marketing Brochure: "Welcome: Minnesota Workforce Center, Blaine, Minnesota" 7-H-1

Attachment 7-I. The City of Saint Paul Workforce Center: Working Together...Building Saint Paul's Workforce 7-I-1

Attachment 7-J. General Local Center Marketing Brochure for Waukesha County (Wisconsin) Workforce Development Center: "What is the Workforce Development Center?" 7-J-1

Attachment 7-K. A Local Marketing Brochure Oriented to Job-Seekers: "The Des Moines Workforce Development Resource Center: A Place to Invest in Your Future" 7-K-1

ATTACHMENT 7-A
STATEWIDE MARKETING MATERIALS, CONNECTICUT (1996)

Statewide Marketing Materials

Connecticut Works
Creative Strategy

Background

Connecticut Works is a unique collaboration of state, regional and local organizations whose purpose is to address the workforce development needs of the state– both Connecticut's residents who are seeking jobs and the businesses who want to employ them.

Designed by Connecticut's Department of Labor and 9 Regional Workforce Development Boards, Connecticut Works coordinates the varied job development services offered by these organizations, providing them all under a single roof. It's a new "one-stop" approach to addressing the state's employment needs.

A total of 19 conveniently located Connecticut Works centers are scheduled to be operating by the end of 1996.

What we want the advertising to achieve?

- Introduce *Connecticut Works* and the new "one-stop" job center concept to prime prospects -- generate broad awareness.
- Stimulate interest/utilization of *Connecticut Works* services.

Prospect Definition

There are two key audiences:

- Employers seeking assistance in locating qualified job applicants. Small to mid-size companies– service and manufacturing industries in particular.
- Job Seekers . Primarily blue collar, but white collar growing in importance with increasing frequency of middle management layoffs

Key Prospect Insights

Current attitudes and perceptions held by both audiences have been shaped by generally negative experiences in dealing with government bureaucracy– characterized as inefficient, complicated, time consuming, lots of regulations, etc. Job seekers, in particular, equate DOL services with the "unemployment line." Many employers who have experience with DOL employment services are dissatisfied, especially with the quality of job applicants who have been directed to them.

What We Want Prospects to Think/Feel

I'm surprised. This new employment service sounds really interesting– nothing like what I would have expected. They seem to really understand my needs and are committed to helping me. I've got to give them a call to find out more about what they can do for me.

Support/Why They Should Feel That Way

Connecticut Works has a strong customer orientation– a commitment to providing its services in a more consumer-friendly environment not normally associated with governmental bureaucracy. The organization is committed to streamlining the process in which it delivers many varied services to its key constituencies– breaking down traditional obstacles.

See accompanying literature for more program specifics.

Tone & Manner

Advertising should be aspirational and information-oriented.

Mandatories

- 800# for more information (e.g. nearest location, service info., etc.)
- Where applicable tag nearest location(s) (e.g. local newspaper)

CT WORKS Video Project
Script

(Host On-Camera)
Welcome to Connecticut Works. The changing job market makes it necessary for us to rethink the way customers find jobs and businesses find employees.

Whether you're returning to the workforce, starting your career, or changing jobs, Connecticut Works gives you the information to make the right decisions.

Connecticut Works centers are part of a national effort to help people find jobs and get the training they need to be competitive in the marketplace. Connecticut Works also provides recruitment and placement assistance to employers looking for qualified workers.

(Insert Partner logos here)

(VO)
The Department of Labor, the Regional Workforce Development Boards, and other state and local agencies are working together to make this happen. We bring together job seekers and employers.

(Host On-Camera)
Let's take a brief look at some of these services.

(VO)
If you're looking for a job, we offer a variety of resources to help you:

- Job Search Resources and Assistance,
- Training and Retraining Information;
- Business Services; and,
- Unemployment Insurance.

Depending upon your needs, you can explore our services using:

- Self Service Activities;
- Group Workshops; or,
- One-on-One Consultations.

In the Self Service area you will find Kiosks with computerized job listings, and bulletin boards with information pertinent to your job search. [SD1]

(VO)
In our resource library area, you will find:

- Computers to create resumes and cover letters;
- Current employment and training reference materials, including local and national newspapers and corporate listings;
- Fax machines for quick communications;
- Copiers;
- Telephones for contacting employers; and,
- Labor Market Information that provides data about growing occupations, prevailing wages, and hiring trends statewide. [SD2]

To further enhance your job search, we offer a variety of workshops and other group activities at all Connecticut Works centers. These activities may even involve representatives from the business community. The topics include:

- Resume Writing;
- Interviewing Techniques;
- Starting Your Own Business; and other specialized subjects.

(Host On-Camera)
If you're not sure what kind of job you're looking for, you can schedule an appointment with a member of our staff for a one-on-one conference.

(VO)
We can help you identify your skills, interests, and any training you may need. Are your job skills up to the standards of today's changing labor market? Our staff will help you find out.

Our centers provide information about schools, training, and financial assistance available in your area.

At the Connecticut Works center, you'll have access to a wide variety of training and retraining programs to prepare you for your first or next job. [SD3]

You could also learn a new career by participating in an On-the-Job training or Apprenticeship program.

(Host On-Camera)
We can direct you to programs and services that assist high school students, dislocated workers, and others. We can provide some assistance for everyone.

(VO)
In addition to providing services to individuals, we also reach out to the employer community. Our computerized job bank provides employers with a labor pool of qualified job seekers. Employers can also receive manufacturing and technology assistance, along with consultation and recruitment services. Our Business Services consultants provide in-house training assessments to help employers find strategies for becoming more effective and competitive.

We also provide employers with access to our facilities for interviewing or job training. Our goal is to make it easier for employers to connect with people looking for jobs. [SD4]

Connecticut Works centers also provide Unemployment Insurance benefits. The new Tele-Benefits system allows you to file weekly claims for benefits, answer questions about your claim, or get specific check information from the privacy of your own home.

(Host On-Camera)
Well, there you have it. Connecticut Works centers. One place for all of your employment and training needs. We're excited to bring these services to you. Be sure to pick up a brochure with of all of the programs, activities, and resources available here.

On behalf of all of the partners committed to Connecticut Works, welcome.

Our business is jobs...helping job seekers and employers stay competitive in a changing economy. The future is happening today at Connecticut Works.

Page: 1
[SD1] Show Kiosk shot here
Page: 2
[SD2] show LMI Brochure here
Page: 2
[SD3] Add a Nurse's Aid or Computer training–for partner services
Page: 3
[SD4] Will be represented by the CT WORKS logo in still frame (04:21:44 on new tape)

CONNECTICUT WORKS
CREATING AND MAINTAINING A CONSISTENT IDENTITY
January, 1996

Consistency is essential in marketing Connecticut Works. Central office and every Connecticut Works Center and partner must maintain uniform use of our name and materials.

Required standards and protocol for use of Connecticut Works name, logo, and stationery, and media contact follow.

LOGO AND IDENTITY

1) Connecticut Works is a service marked logo and when printed in color must be printed in its designated colors. In the color version, "Connecticut" and the descriptive bottom line are in green (PMS 354), and "Works" is purple (PMS 266). In the monochromatic version, "Works" is black, and the other two lines are screened (65%) to a dark gray. If vinyl materials are to be applied as signs, care should be taken to match the colors in vinyl to the above PMS numbers.

2) The logo must not be altered either in form or by adding lines or language.

3) The Connecticut Works logo must appear on public entrances whether external or internal.

4) An inside welcoming sign at a minimum must carry the names of partners and participants including core partners, statewide partners, and community services. Other partners and services may be added at the discretion of the local management team.

5) Identity must develop around Connecticut Works rather than one-stop. When answering the phone, referencing Connecticut Works in correspondence or print, or referring to specific locations, Connecticut Works may be followed by "Center." It must not be identified as a "program," "project", "one-stop", etc.

6) The following is a description of Connecticut Works which should be used consistently by staff and on appropriate public and marketing materials -

> Connecticut Works enhances economic development in Connecticut by addressing the special employment and training needs of both job seekers and employers. OR
>
> Connecticut Works is an easy access system for job seekers and employers helping both stay competitive in a changing economy. Nineteen centers focus on customers by offering workforce preparation and business services. Connecticut Works is a partnership of the CT Department of Labor, Regional Workforce Development Boards and state agencies. Local community organizations enhance each center.

J.1.

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STATIONERY

1) Connecticut Works stationery must be used for activities concerning the center such as announcing workshops, enrollment in workshops, general communications announcing activities in the Center, marketing Connecticut Works, individual appointments, etc.

Both DOL and regional workforce development boards actively carry out responsibilities not included in Connecticut Works; and for these processes, Connecticut Works stationery should not be used.

> For example, Connecticut Works letterhead may not be used in support of processes which involve legal entitlements and rights.
>
> Likewise, Connecticut Works letterhead may not be used for regional workforce development board processes such as board and chief elected official communications, legislative communication, proposals and requests for proposals, planning activities, purchasing, personnel, marketing, fundraising, funding source communications, finances, sub-contract work.

2) Core partners must carry the following language on their organizational stationery, and appropriate publications - "A Connecticut Works Partner". State agency and local partners and community services are encouraged to carry the same. A computer disc is available for consistent presentation.

3) All Department of Labor and Regional Workforce Development Board staff having public contact through Connecticut Works Centers must use a Connecticut Works business card which will identify both Connecticut Works and the staff member's employer.

MARKETING AND MEDIA

1) Each Connecticut Works management team should designate a media spokesperson for each Connecticut Works Center to insure consistency and a single point of contact for the media. All media inquiries concerning local Connecticut Works Centers and their services should be referred to the designated local spokesperson. Close coordination among the management team is encouraged when responding to media inquiries.

2) Local marketing or public materials should be developed in accordance with state and local plans and must carry the Connecticut Works logo (sample logo attached and a computer disc will be provided).

Developed by the Connecticut Works Marketing Committee, January, 1996

ATTACHMENT 7-B
ONE-STOP SYSTEM MARKETING PLAN, OHIO

One-Stop System Marketing Plan

Prepared by:
One-Stop System Marketing Workgroup

Introduction

The One-Stop System is a brand new concept for most Ohioans. In order to be successful, people must become aware of the concept involved in One-Stop. This applies both to our potential customers and to community agencies who will interact with us.

This marketing plan is intended to be a working document. It will evolve with the One-Stop System. Information contained in the plan will begin with broad marketing goals and only a few detailed programs to get the process underway. Details will be developed as the system itself unfolds.

This plan also recognizes that just as One-Stop itself is locally driven, the marketing of the system will come primarily at the local level with the state level providing unifying elements and resources for the local systems to use.

1. Target Audiences

This plan must address two basic audience targets. On one level, and of immediate concern, there is a need to raise name identification of One-Stop in the general public. This needs to happen both at a statewide level and in the service area of the initial one-stop systems.

The second level of audience we need to reach are those individuals and groups who will have to interact with the One-Stop system. The message for these individuals and groups will have to be customized to generate the proper reaction from each group (See next section). Possible target audiences include:

Potential Customers	(Unemployed/underemployed workers, students, unions)
Employers	(Business groups, JSEC, Chambers of Commerce, trade groups etc.)
Service Providers	(One-Stop Partners, other social service agencies, non-profits, churches, schools/colleges)
Political interests	(State legislators, local elected officials)

2. Message

At the base level the message is - and must be - very simple. "One-Stop is the best way to get a new or better job. It's accessible, easy to use, friendly, all-inclusive and effective."

For our target groups the same message prevails, but is viewed from their own perspectives:

Potential Customers	"I only have to go to one place to get access to help."
Employers	"Now I have a single source for pre-screened, trained, job-ready workers."
Service Providers	"One-Stop gives me better access to my potential customers and the resources of all of these partner agencies."
Political Interests	"One-Stop provides better service to people and uses tax dollars in a more cost-effective manner."

3. Tools

This category breaks down into two groups: Advertising (things that cost lots of money) and Public Relations (things that cost less money). Within these areas there will be some actions to be done by the statewide One-Stop System and others to be carried out by local One-Stop Systems with some support from the state level.

3a. Public Relations.

At the state level.

- Press announcement from the Governor on the federal One-Stop grant **(done Aug. 1995)**.
- Photo Op with Governor and targeted press release to One-Stop communities **(done Nov. 1995)**.
- Press release announcing next round of One-Stop grants.
- Guest editorial column from Lt. Gov. Hollister to every newspaper in Ohio on One-Stop.
- Develop mailing list of groups representing target audiences.
- Newsletter articles aimed at the individual target audiences outlined in Item 1 mailed to those groups periodically.
- Establish speakers bureau of One-Stop committee members.
- Create talking points that explain One-Stop in simple, non-bureaucratic language.
- Schedule speakers into meetings of target audience groups and into local radio and TV talk shows (primarily in communities where One-Stop is not yet established to prepare them for the future).
- Include references to One-Stop in presentations and publications of partner agencies.
- Schedule Governor, Lt. Governor, or Cabinet Members to be present at grand opening of local One-Stops or for special tours.
- Establish and maintain Webpage on the Internet for One-Stop information.
- One-Stop presence at Ohio State Fair and similar events.

At the local level.

- Hold Grand Opening event for One-Stop Centers.
- Hold periodic open houses at One-Stop centers for target groups.
- Generate local press coverage of One-Stop success stories.
- Establish speakers bureau.
- Use talking points from state and visit local target group meetings, and radio/TV talk shows.
- Using tapes and ad copy produced at the state level (see next section) seek free public service radio and TV time and newspaper ad space.
- Set up One-Stop booth at local county fair and festivals and job fairs and trade shows.

3b. Advertising

At the State Level.

- Develop a One-Stop logo for use on all publications and display at One-Stop Centers.
- Print color decals of One-Stop logo for display at entrances of One-Stop Centers.
- Produce and distribute One-Stop newsletter.
- Print and distribute an initial leaflet outlining what "One-Stop" is about.
- Once the initial round of systems are operating, prepare, print and distribute a second brochure focusing on the success story of One-Stop.
- Prepare handout items featuring One-Stop logo (pens, pencils, notebooks, etc.).
- Produce One-Stop poster.
- Produce both generic and customized ad copy for use by local systems.
- Produce radio and TV commercials promoting One-Stop for use by local systems.
- After first group of systems are operating, produce 8-10 minute video focusing on success stories of One-Stop concept (for use by both state and local speakers bureau).

At the Local Level.

- Purchase radio/TV time and newspaper ad space.
- Incorporate One-Stop logo into business cards and referral cards left in public places.

4. Budget

The following are some of the projects listed in the previous section with estimated costs. These figures are for budgeting purposes only. We may not chose to do all of the projects and we may decide to do them in larger or smaller quantities. We undoubtedly will add more projects to the list as the need arises.

Item	Quantity	Cost
"1 STOP" Decal	500	$500.00
First Brochure (3 color)	50,000	$2,500.00
Second Brochure (full color)	100,000	$5,400.00
Poster (full color)	1,000	$2,400
Radio commercial/PSA*	1	$1,000
TV commercial*	1	$2,000 - 7,000
8 to 10 minute video*	1	$4,000 - 30,000

*The costs noted would cover production of a basic radio and TV spot for One-Stop. To be effective these spots should include a customized element for each local One-Stop System so people know where to go to receive "one-stop" service. This would cost in the neighborhood of $100 per one-stop system for radio and $200-500 for television. The variables in price on the TV spot reflect the option of producing the spot at the lower amount at OBES or at a higher amount at a Columbus Video produciton studio.

ATTACHMENT 7-C
LOCAL MARKETING PLAN, THE WORKFORCE DEVELOPMENT CENTER IN WAUKESHA COUNTY, WISCONSIN

11/95

THE WORKFORCE DEVELOPMENT CENTER - MARKETING PLAN

MARKETING PLAN DIRECTIVES

WORKFORCE DEVELOPMENT CENTER MISSION STATEMENT:

The purpose of the Workforce Development Center is to advance the economic well-being of the region by developing and maintaining a quality workforce and by serving as the focal point for local and regional workforce development initiatives. This is to be achieved through the co-location and integration of employment, training, education, and economic development services for job seekers, workers, and employers.

1. All marketing goals and strategies shall be a reflection/reinforcement of The Workforce Development Center mission and its objectives.

2. The central focus of all marketing shall be customer driven. Through instituting a stronger "service organization" concept and establishing a "customer comes first" attitude.

3. Marketing goals and action strategies shall be determined after assessing customer desires, needs, and abilities; and shall be substantiated by appropriate workforce related research. Research shall include surveys, focus groups, and other methodologies, utilizing the expertise of the partner agencies in the Center, the Employer Advisory Committee, and other professional and community organizations.

4. The Marketing Plan shall be a product of staff participation, interaction and input, and be under the supervision of the Marketing Committee.

5. An evaluation/measurement component shall be an integral part of the Marketing Plan in all appropriate areas.

6. Printed materials: 1) must meet quality standards and adhere to Workforce Development Center logo criteria; 2) shall be regularly up-dated; 3) have a distribution plan and inventory control system.

7. This document reflects an ideal Marketing Plan, which is subject to availability of resources.

8. The Marketing Committee of the Workforce Development Center shall present the Marketing Plan to the Management Team for review/revision and formal approval.

WORKFORCE DEVELOPMENT CENTER MARKETING TARGETS

EXTERNAL CUSTOMERS:

1. Customers/Applicants/Participants
2. Business/Industry/Employers
3. Supportive Services Providers/Education and Training Institutions
4. Legislators
5. The Media
6. General Public/Taxpayers
7. Civic and Professional Organizations
8. Unions

INTERNAL CUSTOMERS:

1. Workforce Development Center Partner Agencies
2. Workforce Development Center Staff
3. Local Elected Officials
4. Waukesha County Government

MARKETING INTENT, METHODS/TOOLS FOR TARGET GROUPS

Applicants/Participants:

Intent: View applicant/participant as a true customer who is purchasing our services-selling him/her on the benefits and opportunities.

Methods/Tools:

1. Printed materials/brochures -
   a) broad, general brochure or flyer based on customer desires, needs and abilities to help them understand how we can help
   b) directed brochure/flyers detailing specific programs.
2. Billboard - calling attention to job seekers and broadly identifying the Workforce Development Center as a resource.
3. Newspaper ads promoting the WFDC and specific programs.
4. PSA's, feature stories, news releases as appropriate.
5. Plan special events: Job Fairs, to match employer and employee needs, and Seminars such as Apprenticeship Pool, Women in Non Traditional Occupations, etc.
6. Help make the customer waiting area an information/education center through use of photos, video displays and printed materials.

Business/Industry/Employers:

Intent: Create within the minds of employers: "The Workforce Development Center... A goldmine of resources for recruiting, training and developing a reliable workforce." Develop a partnership concept with employers and promote the wide range of resources available, including technical assistance and financial resources for business development.

Methods/Tools:

1. Develop printed materials: general/overview "image" brochure to build trust-based relationships based on employer expectations and concepts.

2. Develop a quarterly report on new ideas and solutions.

3. Develop a quarterly Newspaper to give recognition to employer partnerships, to provide a roster of job ready job seekers, to provide information of value to them, such as new trends in the labor market, transportation initiatives, new training programs, etc.

4. Develop ads targeted to employer needs.

5. Establish criteria for an excellence award to be presented in a framed certificate to exemplary OJT employers/Work Supp employers/ (or similar rationale for award).

6. Invite employers to participate in focus groups to drive the development of literature, improvement or addition of services. Such events should be held at the Center and include refreshments.

7. Host seminars for business to relate important information and usable knowledge.

Supportive Services Providers/Education & Training Institutions:

Intent: Our success with customers is based on coordination with other agencies and partners as well as education and training institutions.

Methods/Tools:

1. Publish together to better educate and inform the public and reduce duplication of effort.

2. Vocalizing concern for saving funds and sharing resources and benefits when possible.

3. Continue to encourage tours/presentations at Center to increase community awareness and help develop materials for presentations.

Legislators

Intent: Create a positive image with legislators who have the power to alter our funding/regulations/requirements and significantly impact our services.

Methods/Tools:

1. Mail all Workforce Development Center news releases and publications to state and federal legislators representing the SDA as a matter of information and ongoing communication.

2. Invite legislators to participate in special Workforce Development events when appropriate.

The Media

Intent: Recognizing that people today probably spend more time occupied with mass media (newspapers, television and radio) than any other activity, it is important for the Workforce Development Center to recognize the power of the media and utilize this communication network effectively.

Methods/Tools:

1. Conduct a special briefing for media representatives about the Workforce Development Center facilities and services. Invite media input as to types of news that would be of interest to them related to our programs, customers, and services.

2. Develop public service announcements for appropriate WFDC programs, events.

3. Develop a response/measurement system for all paid ads.

4. Develop a schedule to suggest features about WFDC programs/customers on television/radio news programs. and for print publications.

5. Continually update media mailing list for SDA.

6. Make personal phone calls and business visits with media representatives on a scheduled basis.

7. Conduct news conferences when warranted, especially as related to new JTPA/JOBS amendments and state initiatives.

General Public/Taxpayers

Intent: To create a basic understanding of the purpose of the Workforce Development Center in the minds of the public, and thus enhance our image as a pro-active service organization.

Methods/Tools:

1. A general brochure for wide distribution that outlines the WFDC purposes.
2. Create a "Speaker's Bureau" (composed of members of the partner agencies, their boards, and local officials) to make presentations to appropriate civic clubs and organizations showing the WFDC video and distribute other printed materials).
3. Utilize opportunities, such as WCTC Job Fairs, Career Expos, and other similar events to create a better understanding of WFDC's programs and services.
4. Encourage WFDC staff and leadership to network with local organizations to develop job leads, partnerships, mentoring relationships, etc.

Unions

Intent: Maintain good working relationships with Union groups.

Methods/Tools:

1. Work cooperatively with Unions to produce materials and communications when companies who are closing or having massive lay-offs are Union affiliated.
2. Encourage Unions to regularly update the WFDC on apprenticeship programs.

Workforce Development Center Staff

Intent: The success of the Marketing Plan, which has included input and preparation of staff members, hinges on Workforce Development Center partner employees. They must understand and accept the plan and commit themselves, as individuals and as a team, to its implementation.

Methods/Tools:

1. Conduct Marketing Plan staff orientation after completion and adoption.
2. Continue to publish the Marketing Update to help keep staff informed.
3. Assist in the development of a calendar of events, media conferences, etc. and post/or utilize the E-Mail system for dissemination of information.
4. Help develop formats and or messages for an internal monthly newsletter.

WORKFORCE DEVELOPMENT CENTER

MARKETING AND PUBLIC RELATIONS GOALS, OBJECTIVES AND STRATEGIES -1995-96

GOALS:

1. Heighten general awareness of the Workforce Development Center and its services among all Waukesha County residents with a special emphasis on promoting the Center to those seeking employment.
2. Heighten general awareness of the Workforce Development Center and its services among all Waukesha County employers with special emphasis on promoting their involvement and partnership with the Center.
3. Evaluate current communication vehicles used to promote the Center and its services to ensure they are portraying a cohesive and coordinated image for both internal and external customers, taxpayers, politicians state government and funding sources.

OBJECTIVES:

- Position the Workforce Development Center in the community as a leader in the area of workforce development initiatives, a model for collaborative efforts, as a center of resources for employment and training, as well as a communication hub for job seekers and employers
- Develop a media campaign that promotes the Workforce Development Center as a one-stop resource center for the community.
- Promote Workforce Development Center partnerships that meet the workforce needs of the area.
- Promote the Center's communication network and develop mechanisms for the public to access information such as the Career Center phone bank.
- Evaluate the results of the marketing efforts in terms of public awareness of the Center.

STRATEGIES:

NOVEMBER - '95

1. Develop ad for WCTC student tabloid.
2. Write content for Center brochure, get bids and choose printer.
3. Distribute videos to all Waukesha county libraries.

4. Photo shoot of Center and staff (by WCTC) on November 16th for use in a variety of formats.
5. Develop info formats for video loop in lobby of Center.
6. Design image for billboard and finalize with ABC Outdoor Adv.
7. Develop response mechanism for paid ads.

DECEMBER - '95

1. Have brochure printed.
2. Develop guidelines for printed materials/audio visual materials with WFDC logo.
3. Design job seeker recruitment flyer and determine distribution.
4. Complete Exhibit Display for Shows.
5. Design ADVO card image and message.
6. Develop signage for WFDC Recognition Day in January.

JANUARY - '96

1. Secure bus company partnership for signs on buses.
2. Develop image and message for bus signs.
3. Job Fair Press Releases.
4. Distribute recruitment flyers.
5. Billboard Up.
6. Start Speaker's Bureau and format for publication.
7. Develop a Media Forum for local media people.

FEBRUARY - '96

1. Success story in newspapers.
2. Promote WFDC seminars, i.e. Diversity, etc.
3. Develop video for NEWA grant.
4. Evaluate efforts of Nov., Dec., Jan.

MARCH - '96

1. Promote Women in Non Traditional Occupations Seminar, Press Releases, Ads, etc.
2. Develop a Best Practices Video with Community Cable Co.

APRIL - '96

1. Develop format and/or arrange for presenter on local radio or TV talk show.
2. Develop Yellow Pages ads
3. Develop newspaper column on specific Center services for the job seeker.

MAY/JUNE - '96

1. Promote summer jobs, mini job fairs, newspaper ads, radio PSA's, etc.
2. Special mailing to employers regarding specific service and/or special seminar.
3. Host focus groups to determine viability of publications and current media campaign efforts.
4. Evaluate effectiveness of media campaign for last 6 months.
5. Collect data to publicize successes.
6. Write plan for next six months.

ATTACHMENT 7-D
ONE-STOP LOGO SPECIFICATION SHEET, STATE OF TEXAS

Logo Specification Sheet

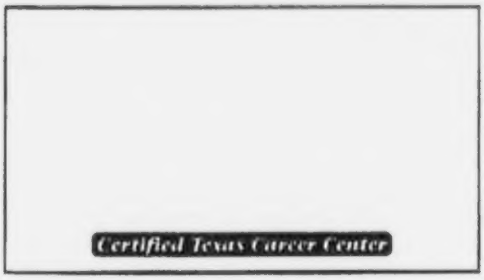
Use one-color logos for signage, letterhead and business cards. Overprint in PMS 280 if not using existing ink and stationery.

Two-color logo available in multiple formats. Contact Texas Workforce Commission, Design/Graphics, Rm. 112A-T (512)463-2359 for additional media.

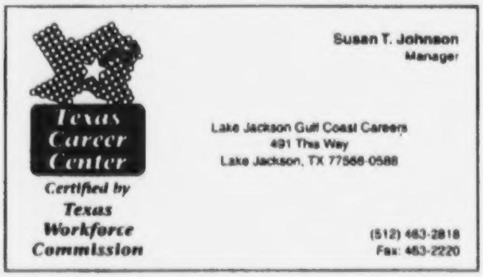
Texas
Career
Center
Certified by
Texas
Workforce
Commission

Texas
Career
Center
Certified by
Texas
Workforce
Commission

Texas
Career
Center
Certified by
Texas
Workforce
Commission


Certified Texas Career Center

Minimum Letterhead/Business Card Overprint


Texas
Career
Center
Certified by
Texas
Workforce
Commission

Susan T. Johnson
Manager

Lake Jackson Gulf Coast Careers
491 This Way
Lake Jackson, TX 77566-0588

(512) 463-2818
Fax: 463-2220

Business Card Blank and Mockup

BEST COPY AVAILABLE

ATTACHMENT 7-E
SAMPLE PAGE FROM GENERAL STATE ONE-STOP MARKETING BROCHURE: "CONNECTICUT WORKS: OUR BUSINESS IS JOBS"

Connecticut Works™ Partners

Connecticut Works is a collaborative initiative led by Connecticut's Department of Labor and nine Regional Workforce Development Boards. They are represented in each of the 19 individual centers along with services from all or some of the following

- Department of Labor
- Regional Workforce Development Board
- Department of Education
- Department of Higher Education
- Department of Social Services
- Department of Economic and Community Development
- State Library
- Department of Motor Vehicles
- Community Organizations

To locate the Connecticut Works center nearest you

Call 1-888-CT WORKS
Toll Free

Connecticut WORKS
OUR BUSINESS IS JOBS

Connecticut Works Coordinator
Department of Labor
200 Folly Brook Blvd.
Wethersfield, CT 06109-1114

Equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities

Connecticut WORKS™

OUR BUSINESS IS JOBS

You Should Know...

Who We Are

Connecticut Works™ is a unique collaboration of state, regional and local organizations whose purpose is to address the workforce development needs of the state – both our residents who are seeking jobs and the businesses who want to employ them.

Designed by Connecticut's Department of Labor and nine Regional Workforce Development Boards, *Connecticut Works* coordinates the varied job development services offered by these organizations, providing access to them all at each center. It's a new "one-stop" approach to addressing the state's employment needs.

A total of 19 conveniently located *Connecticut Works* centers are scheduled to be operating by the end of 1997.

What We Do

Simply stated, *Connecticut Works* helps to bring job seekers together with potential employers through easy access to a wide variety of job and career-oriented information. Services offered job seekers focus on counseling, skills training and job search assistance, while businesses receive recruiting, job training and related support.

Our Mission

To enhance economic development in Connecticut by addressing the special employment and training needs of both job seekers and employers.

Locations

***Connecticut Works*™ staff at any of these current and future centers will be glad to provide assistance:**

ANSONIA	555 Main St.	(203) 734-3367
BRIDGEPORT	2 Lafayette Sq.	(203) 579-7030

Customer Services

Job Seekers

- *Career Assistance*
- *Self Service Resources*
- *Job Search Support*
- *Education and Training*
- *Workshops*
- *Individual Counseling*
- *Unemployment Insurance Benefits*

Employers

- *Workforce Development*
- *Recruitment*
- *Workplace Consultation*
- *Business Development Services*
- *Apprenticeship*
- *Customized Job Training*
- *Seminars*

ATTACHMENT 7-F
SAMPLE FROM EARLY MARKETING BROCHURE FOR THE STATE OF OHIO: "ONE-STOP CAREER CENTER SYSTEM: BRINGING JOBS AND TRAINING TO YOU"

7-F-1

Ohio's Local One-Stop Systems

Over the next three years, thirty local One-Stop systems will be created. In August, 1995, the first seven communities were selected through a process of competitive bidding by local committees. Additional projects will be chosen later this year.

The current One-Stop systems are:

Athens, Gallia, Hocking, Lawrence, Meigs, Perry Vinton & Jackson One-Stop System. Lawrence County will use the co-location model while the other counties will use the no wrong door approach. **(614) 532-3534**

Clermont & Warren One-Stop System
Services will initially be delivered using the no wrong door model with plans for co-located facilities in each county being developed.
(513)7327335

One-Stop Shop of South Central Ohio (OSSSCO)
(Clinton, Fayette, Fairfield, Pickaway & Ross)
The no wrong door approach will be used with possible co-location at a later date.
(614) 474-7518

North Central Ohio One-Stop Career Collaborative (NCO One)
(Crawford, Hancock, Marion & Wyandot)
Hancock County will deliver services through a co-located facility. The other counties will use the no wrong door approach. **(614) 383-3210**

Hamilton County One-Stop System
A co-located facility will be augmented by multiple no wrong door sites throughout the county.
(513) 731-9800

Lucas & Wood County Employment Resource Centers
Services will be offered through two co-located facilities in Toledo and one in Bowling Green.
(419) 224-5900

Montgomery & Preble One-Stop System.
There will be a co-located facility in Montgomery County and additional sites providing no wrong door service in both counties. **(513) 225-5500**

One-Stop ... A Better Way to Provide Employment and Training Services.

- ✓ Easily accessessible comprehensive service.
- ✓ Services designed with the needs of the customer in mind and delivered by experienced, well trained staff..
- ✓ Locally designed systems which fit local needs and resources.
- ✓ Provides employers with easy access to workers with the skills they need

To find out more about One-Stop Systems contact:

or

Ohio One-Stop Career Center System
Ohio Bureau of Employment Services
145 S. Front Street
Columbus, Ohio 43215
(614) 728-8766
FAX (614) 728-9094

Career Center System
STOP

Bringing Jobs and Training to You

Governor's Human Resources Investment C il
George V. Voinovich
Governor

7-F-2

What is a "One-Stop Career Center System"?

Are you looking for a new job or training to help you qualify for a new job?

Are you an employer looking for workers with specific skills for your business?

Stop Searching!

Your One-Stop Career Center System has what you need!

Ohio spends millions of dollars annually on workforce development. That money is spent by 15 different agencies on 31 different workforce preparation programs.

The Governor's Human Resources Investment Council created One-Stop Career Center Systems to integrate these programs and allow you to get the help you need without running all over town.

"What services are available through One-Stop"?

The idea of One-Stop is to provide a customer with quick easy access to any service he or she might need for career development. Therefore, local One-Stop systems include most of the following programs:

- Job Training (JTPA)
- Employment Services
- Unemployment claims assistance
- Veterans Employment Services
- Senior Community Service Employment
- JOBS program (Human Services)
- Vocational Education
- Adult Basic Education
- Public Two-year colleges
- Customer oriented information of careers, labor markets, jobs and available education and training programs
- Testing and assessment
- Job listings and referrals
- Job search assistance
- Initial eligibility information on programs available in the community
- Services to employers

Ohio's Plan for One-Stop Service Delivery

Ohio is a pioneer in the development of One-Stop employment and training services. A forerunner of this concept is the network of Customer Service Centers established by the Ohio Bureau of Employment Services, in which many of the agencies involved in One-Stop already have collabrative arrangements. Thus, it is not surprising that Ohio was one of the early states to receive money from the U.S. Department of Labor to develop the One-Stop concept.

The Ohio plan calls for establishment of 30 local One-Stop systems in three years. Local leaders have maximum flexibility in designing their system to meet local needs.

There are two basic models for providing services and and the local committees may chose either or a combination of both approaches.

The Co-location Model. In this approach all of the partner agencies share a single physical location and work together to meet customer needs.

The No Wrong Door Model. In this approach the agencies continue to operate out of different locations, but coordinate their services and permit customers to get initial access to the full range of programs to which they are entitled to ***through the first door they enter.***

A key component of the Ohio plan is that all of the local agencies will be electronically interconnected to aid in the sharing of information. In addition, all sites will have access to Ohio Job Net, the nation's most advanced computer job matching system.

ATTACHMENT 7-G
SAMPLE PAGES FROM BALTIMORE MARKETING BROCHURES TARGETED TO EMPLOYERS: “EMPLOY BALTIMORE” AND “MAY THE WORKFORCE BE WITH YOU”

7-G-1

Baltimore Works.

We place workers that are out of this world.

May the work force be with you.

In cooperation with the Mayor's Office of Employment Development & the Baltimore City Private Industry Council.

BaltimoreWorks
(410) 247-8040

7-G-2

We deliver qualified, motivated employees.

BaltimoreWorks is a non-profit referral service that matches skilled workers with employers. Our applicants are experienced individuals of all skill levels who share one important quality – a desire to work and be productive.

Our service is free, so you have nothing to lose.

Unlike typical employment services, BaltimoreWorks does not charge employers a finder's fee. We're federally funded, so we concentrate on matching the right person to your opening. We never need to worry about placing someone just to collect a fee.

Let over 8 years of experience work for you.

For nearly a decade, BaltimoreWorks has helped hundreds of employers fill job openings. Our job developers are skilled in identifying your needs and matching them with those of an experienced candidate.

> “Recruiting through BaltimoreWorks is a real time saver – the screening is done for me. Always professional, BaltimoreWorks is a wonderful resource for good candidates.
>
> **Shelly Dunkle**
> *Personnel*
> Carr Lowry Glass Company
>
> The personnel at BaltimoreWorks are a pleasure to work with. They match candidates to our company needs perfectly. The employees we've hired have been enthusiastic and motivated to work.
>
> **Christine Lewis**
> *Personnel*
> Duron Paint & Wallcoverings
>
> We have found the applicants hired through BaltimoreWorks to be dependable and qualified. We look forward to working with them in the future.
>
> Gaye Sauer
> *Employment Coordinator*
> Malco Plastics, Inc”

BaltimoreWorks
(410) 247-8040 • (410) 247-3197 Fax
2701 W. Patapsco Avenue, Suite 110
Baltimore, MD 21230 [illegible]

BEST COPY AVAILABLE

7-G-3

employ
BALTIMORE

QUESTIONS
AND ANSWERS

For More
Information
Call

396-WORK
(9675)

employ
BALTIMORE

Baltimore
THE CITY THAT READS
Kurt L. Schmoke
Mayor, City of Baltimore

A service of the
Mayor's Office of Employment Development
and the Baltimore City Private Industry Council.

In partnership with the
Maryland State Department of
Economic and Employment Development.

employ
BALTIMORE

A GUIDE TO
SERVICES
FOR THE
EMPLOYER

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7-G-4

Q. WHAT IS EMPLOY BALTIMORE?

A. EMPLOY BALTIMORE is Mayor Schmoke's initiative to promote more employment to Baltimore City residents and increase the City's employment rate. Employers are urged to give priority to City residents when making hiring decisions. EMPLOY BALTIMORE offers services designed by businesses for businesses.

Q. WHY SHOULD I PARTICIPATE IN EMPLOY BALTIMORE?

A. Hiring a Baltimore resident will be good for the City employment rate, good for the City tax base, good for the City neighborhoods and good for the health of the City. EMPLOY BALTIMORE provides value-added services that are also good for business.

Q. WHAT ARE THE SERVICES OFFERED EMPLOYERS?

A. EMPLOY BALTIMORE offers a skills bank in which all City residents are given the opportunity to enter their skills and work history. Employers may call the EMPLOY BALTIMORE hotline, 396-WORK (9675), to place a job order. Applicants will be matched to your job specification. Employers work with one EMPLOY BALTIMORE Account Executive to address their employment needs.

employ
BALTIMORE

Q. WHAT OTHER SERVICES ARE OFFERED EMPLOYERS?

A. Employers may get assistance with:

- Setting up interviews
- On-site interviews at EMPLOY BALTIMORE
- Specialized training for ongoing employment needs
- Access to empowerment zone residents
- Job fairs
- Applicants that have received pre-employment training

Q. WHAT ARE THE BENEFITS TO EMPLOYERS?

A.

- Screened and verified lists of applicants
- Reduced number of applicants to process
- Professional hiring assistance
- Access to city-wide source of applicants
- Locate entry-level to experienced staff
- Less time and money spent on the hiring process

Q. WHO MAY PARTICIPATE IN EMPLOY BALTIMORE?

A. Any business interested in hiring City residents.

employ
BALTIMORE

Q. HOW DO I GET STARTED?

A. Call our EMPLOY BALTIMORE Hotline 396-WORK (9675).

ATTACHMENT 7-H
SAMPLE PAGE FROM LOCAL MARKETING BROCHURE: "WELCOME: MINNESOTA WORKFORCE CENTER, BLAINE, MINNESOTA"

MINNESOTA
WORKFORCE
CENTER

Welcome

Minnesota Workforce Center
1201 89th Avenue NE, Suite 230
Blaine, MN 55434

WHAT IS THE WORKFORCE CENTER?

FINDING A JOB

CAREER DECISIONS

SPECIALIZED SERVICES

EMPLOYER SERVICES

YOU DESERVE IT . . . A GOOD JOB !

- *UNEMPLOYED* - and looking for a job?? *- OR -*
- *EMPLOYED* - but seeking a new career??

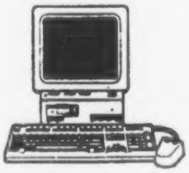
THESE FOLLOWING JOB SEARCH SERVICES ARE AVAILABLE TO EVERYONE AT NO FEE !

JOB LEADS

- Computer scanned resumes for job matching
- Job postings from area employers
- Job hotlines and civil service procedures
- Register for Job Service

JOB SEARCH RESOURCES

- Personal computers available to create great resumes and cover letters
- Telephones for you to use during office hours
- Job Search Club -- support, motivation, and action!
- Videos, directories, library books
- Labor Market Information -- where will the jobs be?



JOB SEEKING WORKSHOPS

- Figure out what your skills are and how to sell them to employers
- Develop a winning resume and cover letter
- Find job leads other people don't know about
- Learn interviewing techniques that will land you a great job

FINDING A JOB

CAREER DECISIONS

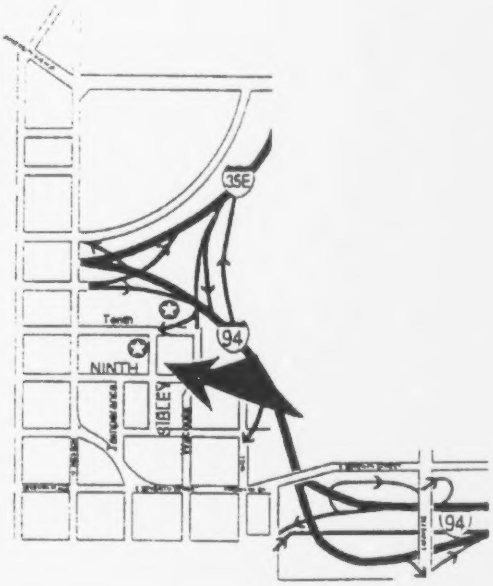
SPECIALIZED SERVICES

ATTACHMENT 7-I
SAMPLE PAGE FROM BROCHURE FOR THE CITY OF SAINT PAUL WORKFORCE CENTER: "WORKING TOGETHER...BUILDING SAINT PAUL'S WORKFORCE"

City of Saint Paul
Workforce Center

215 East Ninth Street
Saint Paul, MN 55101

Contact us at:
(612) 228-3283 (Voice/TTY)


35E
Tenth
94
NINTH
Temperance
SIBLEY
94

The City of Saint Paul Workforce Center

Working Together... Building Saint Paul's Workforce.

Looking for a job? An Employee?

Welcome to the Saint Paul Workforce Center, a unique blend of locally-based, community, city, and state agencies working together to provide you with one-stop shop options in finding work or skilled workers.

Our customers come first at the Saint Paul Workforce Center. They're people just like you, searching for your first, new or better job opportunity and they are employers seeking to hire new, more skilled workers.

Whatever the case may be, we're committed to providing you with individualized, flexible and responsive employment related services.

At no cost to you, we're here to provide the following services:

- How to find a job, get a job and keep a job.
- Career counseling, information on schools and the labor market.
- Reemployment Insurance benefits.
- Employer services.

For more information on the services available to you, call the Saint Paul Workforce Center offices at 612-228-3283 (Voice/TTY) *or* stop by at 215 East Ninth Street in downtown Saint Paul.

We're ready to direct you to the service or services that are right for you!

Discover the right career... not just a another job!

A successful job search begins with an understanding of your strengths and abilities, what motivates you and what makes you valuable. You need to know where the jobs are, what career areas offer the best opportunity. The Saint Paul Workforce Center has the trained staff and resources to help you.

Check out the Resource Center

Need information on specific occupations? What the hot jobs will be? Need to develop "knock 'em dead" interviewing skills?

Visit our Resource Center. Accessible to everyone, you'll find a wide variety of books, publications and videos.

- Publications on employment outlook, salaries, economic trends;
- Local business publications;
- Books on career opportunities, resume writing, interviewing skills;
- Directories of services for the blind and visually impaired persons;
- Vocational biographies, job bank lists;
- Instructional videos on career choices, interviewing and resumes.

Computer access to other services:

- Several on-line job banks, some direct to employers via computer;
- The Minnesota Career Information System matches your skills and interests to careers, training and educational services.

CAREER FOCUS
FINDING YOUR JOB
CUSTOM SERVICES
EMPLOYER SERVICES
PARTNER AGENCIES

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ATTACHMENT 7-J

GENERAL LOCAL CENTER MARKETING BROCHURE FOR WAUKESHA COUNTY (WISCONSIN) WORKFORCE DEVELOPMENT CENTER: "WHAT IS THE WORKFORCE DEVELOPMENT CENTER?"

"I frequently refer to Waukesha County as the 'Star of Wisconsin' because we have been blessed with natural beauty, booming business and hardworking people. The Workforce Development Center will help us continue to shine by preparing for our workforce needs into the next century."

Daniel M. Finley
Waukesha County Executive

"The Workforce Development Center makes good business sense to me. It will streamline services focused on customer need and thus be more efficient."

Edward Rodi
Senior Vice President, Bank One

"My business has a variety of job needs. The new Center should be a big help in preparing and referring qualified applicants."

Dick Richards, Owner
Country Inn Hotel

"I am pleased that the Workforce Development Center is coming to fruition. It will provide an opportunity for all state and county employment programs to co-locate and work together."

Carol Skornicka, Secretary
Wis. Dept. of Industry, Labor and Human Relations

"The machine tool industry is always changing its technology. The new Center can help workers stay on top of that and keep up on their math skills, too."

Gary Huebner, President
Tool Sharp, Inc.

7-J-1

WORKFORCE
DEVELOPMENT CENTER
802 Main Street
Pewaukee, WI 53072

THE
WORKFORCE
DEVELOPMENT CENTER

Where
People and Jobs
Connect

For Information Call
(414) 695-7800

BEST COPY AVAILABLE

What is the Workforce Development Center?

A vision for tomorrow - happening today

Integrating the services of business, government, and education, the Center offers:

Up-to-date labor market information that is readily available to the public for business and career planning

State-of-the-art skill training to meet the challenges of changing technology in the workplace

Opportunities for individuals to prepare for careers and transition into gainful employment

Full range of workforce development resources for the 90s and beyond

7-J-2

The Workforce Development Center is a public/private venture - combining resources in a one-stop employment and training center for employers, job seekers, and workers.

Friendly, efficient, and expert service is given to our customers.

What are the Benefits of the Center?

Benefits to Job Seekers/Workers

- Computerized listing of local/ state/national job openings
- Self-referral by job seekers
- Career information and planning
- Skills assessment
- Job-seeking skill development
- Job placement assistance
- Skill training opportunities
- On-site child care available
- Referral to other needed services
- On-the-job training
- Co-op/intern positions for students

One-stop shopping for everyone

Benefits to Employers

- Local/state/national computerized listing of job openings
- Self-referral of job seekers
- Pre-screening and referral of eligible applicants
- Testing and assessment services
- Training for new and existing workers
- Financial incentives for training
- Assistance for workforce and technical issues
- Labor market information
- Workshops on critical business issues
- Business retention, expansion, and relocation assistance
- Workforce development needs analysis and recommendations
- Access to trained graduates
- Outplacement services

Where is the Center Located?

The Center is adjacent to the Pewaukee Campus of Waukesha County Technical College just off Interstate 94 and Highway 16. Waukesha Metro Transit provides weekday bus service to the Center.

Participating Organizations

Waukesha County Economic Development Corp. Inc
The W-O-W Private Industry Council, Inc.
Wisconsin Job Service
Waukesha County Technical College
Waukesha County Dept. of Health and Human Services
Partners for Education, Inc.
Kaiser Group, Inc.
La Casa de Esperanza
AFL-CIO

In addition, other organizations offering related services are linked to the Center and provide coordinated services.

Workforce Development Center
892 Main Street
Pewaukee, WI 53072
Phone: (414) 695-7800
Hours: M-F 8:00 a.m. - 4:30 p.m.
To place job orders call 695-7760
or Fax: (414) 695-7777

Equal Opportunity Employer
Funded in part by the Job Training Partnership Act

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ATTACHMENT 7-K
A LOCAL MARKETING BROCHURE ORIENTED TO JOB-SEEKERS: "THE DES MOINES WORKFORCE DEVELOPMENT RESOURCE CENTER: A PLACE TO INVEST IN YOUR FUTURE"

community colleges, affordable housing to bus schedules.

The video library has an array of videos on a wide range of topics, First Impressions, Non-traditional Roles for Women, and Goal Setting, just to name a few.

☐ **LABOR MARKET INFORMATION**
Labor Market Information (LMI) is a good career planning resource. The statistical and narrative data, on labor market information help answer questions such as what industries will be growing in the future and where expected job trends are headed. It allows job seekers and employers to make informed decisions about their future.

STATEMENT OF SERVICE
It is our intent to provide our customers with great service. If you have any questions or need assistance, our experienced staff will be happy to help you.

7-K-1

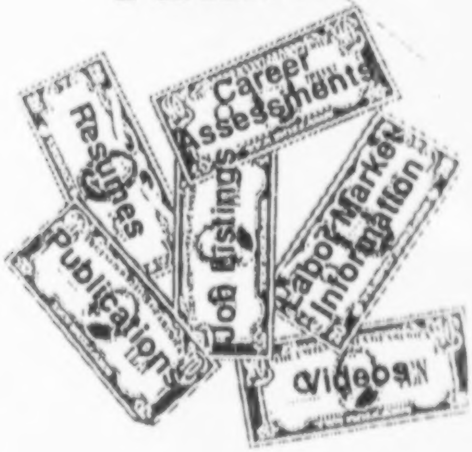
Phone: (515) 281-9616
Fax: (515) 281-9687

IOWA

W 0001 (2/98)

The Des Moines Workforce Development Resource Center—

A Place to Invest in Your Future



215 Keo Way
Des Moines, IA 50309-1727

If you're serious about making smart business or career decisions, start with the Resource Center at the Des Moines Workforce Development Center. Our Resource Center provides a wide-range of services and information to answer questions you have about employment issues such as which jobs will be needed in the future or whether or not your company's wages are competitive.

Check a box below to decide which services you'd like to explore first. Visit our Resource Center to find the information you need at your fingertips. These are the investment tools you'll want to have to prepare for tomorrow's workforce challenges.

☐ **RESUMEMAKER**
ResumeMaker is a software tool which will assist you in creating resumes and writing letters.

ResumeMaker can be used by anyone whether you're a computer expert or not. Program prompts will guide you and explain each aspect of using the software with help screens and special tips.

☐ **FAXING RESUMES AND JOB APPLICATIONS**
The Resource Center can both send and receive faxes. Job seekers can fax resumes to staff for critiquing as well as have their resumes sent to employers for job openings. Job applications can also be faxed directly to employers upon request.

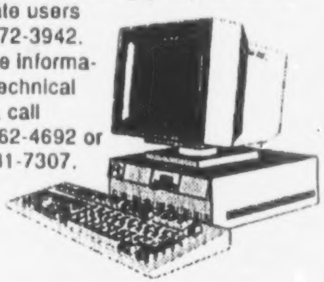
☐ **CHOICES CT**
Choices for Career Transitions (Choices CT) is a computerized-career exploration and information system. Choices CT stores information on occupations, educational training options, and financial aid.

☐ **STATE TRAINING INVENTORY**
STI is a PC-based system that assists users in identifying state and local training resources in Iowa, Illinois and Nebraska. It provides lists of training and educational resources necessary to pursue a specific career.

☐ **FOCIS**
Federal Occupational and Career Information System provides federal job descriptions and practice clerical Civil Service exams to help land a federal job. It can also help you decide which government jobs are most suited for you.

☐ **DES DATA CENTER**
The DES Data Center is a computerized-bulletin board system, listing job openings, labor market and news release information; you can access in the convenience of your own home or office via computer.

Connect your computer to the DES Data Center by calling (515) 281-3742 or in-state users 1-800-572-3942. For more information or technical support, call 1-800-562-4692 or (515) 281-7307.



☐ **TAPDANCE**
TAPDANCE is a PC-based system which administers typing, data entry, and 10-key tests. This self-administered testing program is computer-scored.

☐ **MAVIS BEACON**
Another keyboarding skills tool called Mavis Beacon is also available. This tutorial program can teach beginners as well as help experienced typists brush up on their skills.

☐ **PUBLICATIONS AND VIDEO MATERIAL**
The Resource Center provides a wide selection of resources to assist job seekers and career explorers to be better prepared. Printed publications cover topics ranging from resume writing, preparing for job interviews,

CHAPTER 8 RESOURCES

EXAMPLES OF SETTING PERFORMANCE GOALS AND MEASURES

Attachment 8-A. Goals of the Workforce Development System and Guiding Principles for Selecting Measures (1997) 8-A-1
Attachment 8-B. Excerpts from Minnesota's Quality Assessment Annual Report (1996) for the Workforce Exchange Branch (ES and UI) 8-B-1
Attachment 8-C. Minnesota Workforce Development System Strategic Framework (1997) 8-C-1

EXAMPLES OF MONITORING PROGRESS IN MEETING PROCESS GOALS

Attachment 8-D. Wisconsin's Self-Assessment/Monitoring Tool for Achieving a "Unified Employer Relations Function" (1996) 8-D-1

EXAMPLES OF TRACKING SERVICE UTILIZATION

Attachment 8-E. Statistics on Resource Area Usage at the Anoka County, Minnesota, Workforce Center (1996) 8-E-1
Attachment 8-F. Early Statistics on Utilization of the Waukesha County, Wisconsin, Workforce Development Center (1995) 8-F-1
Attachment 8-G. Weekly One-Stop Client Flow at the Arlington, Texas, Career Center (1996) 8-G-1

EXAMPLES OF MEASURING CUSTOMER SATISFACTION

Attachment 8-H. Customer Satisfaction Materials from Minnesota 8-H-1
Attachment 8-I. Customer Satisfaction Materials from Wisconsin 8-I-1
Attachment 8-J. Customer Satisfaction Materials from Connecticut 8-J-1
Attachment 8-K. Customer Satisfaction Results from Tarrant County (Texas) One-Stop Centers 8-K-1
Attachment 8-L. Indiana Customer Satisfaction Surveys for Job-Seekers and Employers 8-L-1

ATTACHMENT 8-A
GOALS OF THE WORKFORCE DEVELOPMENT SYSTEM AND GUIDING PRINCIPLES FOR SELECTING MEASURES (1997)

DRAFT 3/17/97

Exhibit 1
Goals of the Workforce Development System Adopted by the Policy Committee

Customer Satisfaction	Ensure that the employers and workforce development participants are highly satisfied with workforce development services.
Cost Effectiveness	Ensure that the Workforce Development System continually seeks to maximize the use of available resources in a cost-effective and efficient manner.
Workplace	Provide employers effective support in the development of high performance work organizations that maximize the potential and skills of a diverse workplace.
Self-Sufficiency and Welfare Reduction	Reduce the number of individuals who are dependent on public financial assistance by assisting them in obtaining stable employment and earning a livable wage.
Enhance Link Between Labor Supply and Employer Demand	Ensure that employers, educators and individuals will have labor market information and services that support business growth and a labor exchange that provides the workforce needed to respond to employer requirements.
Universality, Customer Choice, Integration and Outcomes-Oriented	Implement an integrated, results-oriented workforce development system that is based on the needs of customers and ensures individuals equity of access to information, services, and lifelong learning opportunities.
Knowledge/Skill Attainment	Assist individuals in gaining the academic, workplace, and occupational knowledge and skills required for educational advancement or continuing success in meeting the changing demands of the workplace.
Employment	Maximize individual employment potential to obtain and retain employment in first, new, or better jobs.

Exhibit 2
Guiding Principles for Selecting Measures Adopted by the Policy Committee

System-Focused	Performance measures assess progress toward achieving goals and objectives for the nation's workforce development system.
Consistent with GPRA	Performance measures are consistent with the basic tenets of the Government Performance and Results Act.
Limited	The number of performance measures is limited to focus on the most important indicators of success and to avoid diluting the influence of individual measures.
Understandable	Performance measures are as simple, straightforward, and easy to understand as possible.
Avoid Unintended Consequences	To the extent possible, performance measures avoid unintended consequences.
Cost Effective	Performance measures justify the cost of collecting and retaining data.
Efficient	To the extent possible, performance measures are streamlined to utilize existing data sources, reduce data collection burdens, and avoid asking for information that can be obtained from another source.
Reliable	Performance measures are reliable so that when the same measure is used in the same circumstances, it will obtain the same results.
Valid	Performance measures are valid so that they actually measure what they are supposed to be measuring rather than something else.

[redacted]

Attachment 8-A

(Page 8-A-2 corrected PDF version not available)

Corrected page is available in the camera-ready copy only.

ATTACHMENT 8-B
EXCERPTS FROM MINNESOTA'S QUALITY ASSESSMENT ANNUAL REPORT (1996) FOR THE WORKFORCE EXCHANGE BRANCH (ES AND UI)

To transform the Workforce Exchange Branch into a Total Quality Organization we identify our customers and the products and services we deliver Initially, customer satisfaction surveys and product/service quality assessment set baselines Such baselines provide information on past and existing conditions as well as creating a basis for projecting results. After setting baselines, managers set goals to be achieved by predetermined dates and implement action plans. Outcomes are then measured and reported in hard-copy and on an internal WEB [1]

Employer satisfaction survey information is a recent- and crucial -addition to our set of quality measurements. To get a complete picture of some activities one must refer to both the satisfaction and quality parts of this report. Customer satisfaction and product quality measures have developed over time:

Internal/External Customer Satisfaction	**1991**	**1992**	**1993**	**1994**	**1995**
Internal Customer					
Employee Opinion Survey[2](pg 3):	none	none	none	none	YES!
Trainee Satisfaction (pg 5):	none	none	none	none	YES!
Claimant and Applicant Customer Satisfaction					
Creative Job Search (pg 7):	none	none	none	none	YES!
Quality Control Applicant/Claimant (pg 8):	none	none	none	YES!	YES!
Employer Satisfaction Surveys					
Quality Control Employer (pg 11):	none	none	none	none	YES!
Service and Product Quality					
Reemployment Insurance					
RI Payment Defect Rates (pg 16):	YES!	YES!	YES!	YES!	YES!
QC Separation Defect Rates (pg 17):	YES!	YES!	YES!	YES!	YES!
QPI Separation Issues (pg 17):	YES!	YES!	YES!	YES!	YES!
QC Eligibility Defect Rates (pg 17):	YES!	YES!	YES!	YES!	YES!
QPI Eligibility Issues (pg 17):	YES!	YES!	YES!	YES!	YES!
RI Training Effectiveness (pg 18):	none	none	none	none	YES!
Job Service					
Job Orders/Listing Services (pg 19):[3]	none	none	none	none	none
Referral/Matching Services (pg 19):	none	none	none	none	none
Informational Brokerage Services (pg 19):[4]	none	none	none	none	none
Placements Paying 60% of Local Wage (pg	YES!	YES!	YES!	YES!	YES!
Market Penetration(pg 21):	none	none	none	YES!	YES!
Job Service Training Effectiveness(pg 19):	none	none	none	none	none

According to Schmidt and Finnigan in *The Race Without a Finish Line*, "Measurable goals not only serve to keep people accurate in their assessment of success but also serve to energize people through feelings of accomplishment and challenge" [3]

---

[1] Joyce Lain Kennedy, as the keynote speaker at the Minnesota Career Development Association Spring Conference on 4-5-95 outlined the new world of internet. See *Electronic Job Search Revolution* by Joyce Lain Kennedy. John Wiley and Sons 1995

[2] Not every office or work unit completed internal customer surveys in 1995; of all Area Offices as of 2-1-96, Winona was the only Area Office to acknowledge such an effo in the central office, both Reemployment Programs and Budget, Policy, and Planning have completed the internal customer survey/feedback process

[3] Service quality measurements are now being tested in listing services, with referral matching services soon to follow

[4] Information Brokerage Services refer to the following items: Creative Job Search and other workshops, LMI, seminars, printed and electronic media, and resource centers No service quality measurements are yet applied in this areas, although some customer satisfaction data is being gathered.

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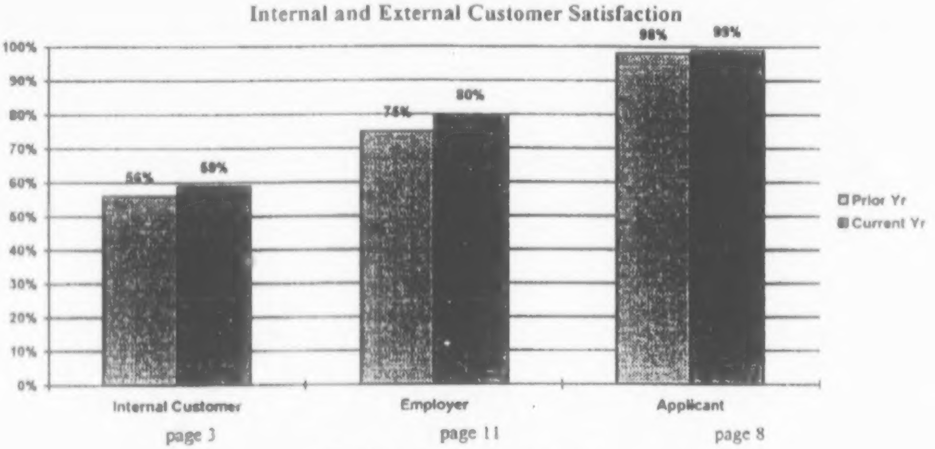
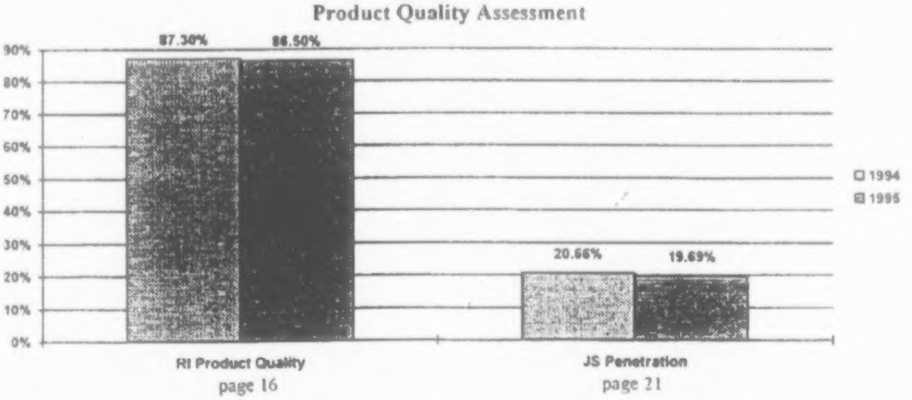
Workforce Exchange Branch

Performance
Baselines

Customer Satisfaction & Total Quality Assessment
ANNUAL REPORT


Internal and External Customer Satisfaction


Product Quality Assessment

Minnesota Department of Economic Security - Budget, Policy, and Planning - June 1st, 1996

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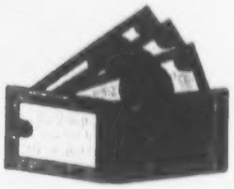

JOB SERVICE: **Placement Quality- Placements Paying 60% of Local Wage**

The established goal is that applicants be placed in jobs that pay at least 60% of the community standard wage. The following information is for the year ending 6/30/95[16].

Area Office:	*Placement Wage %:*	*Area Office:*	*Placement Wage %:*
Duluth	60.9%	Mankato	73.4%
Virginia	68.4	Mpls South	61.2
Thief River	71.7	Mpls North	40.1
Fergus Falls	75.0	Bloomington	64.3
Brainerd	73.9	Minnetonka	67.6
Marshall	83.4	Brooklyn Park	65.7
Willmar	73.4	St Paul	56.9
Mora	86.4	No St Paul	56.4
St Cloud	76.6	W St Paul	62.8
Rochester	64.9	Blaine	62.8
Winona	77.5	**TOTAL AVE:**	57.6%

---

[16] Data for the year ending 6/30/96 is not yet available.

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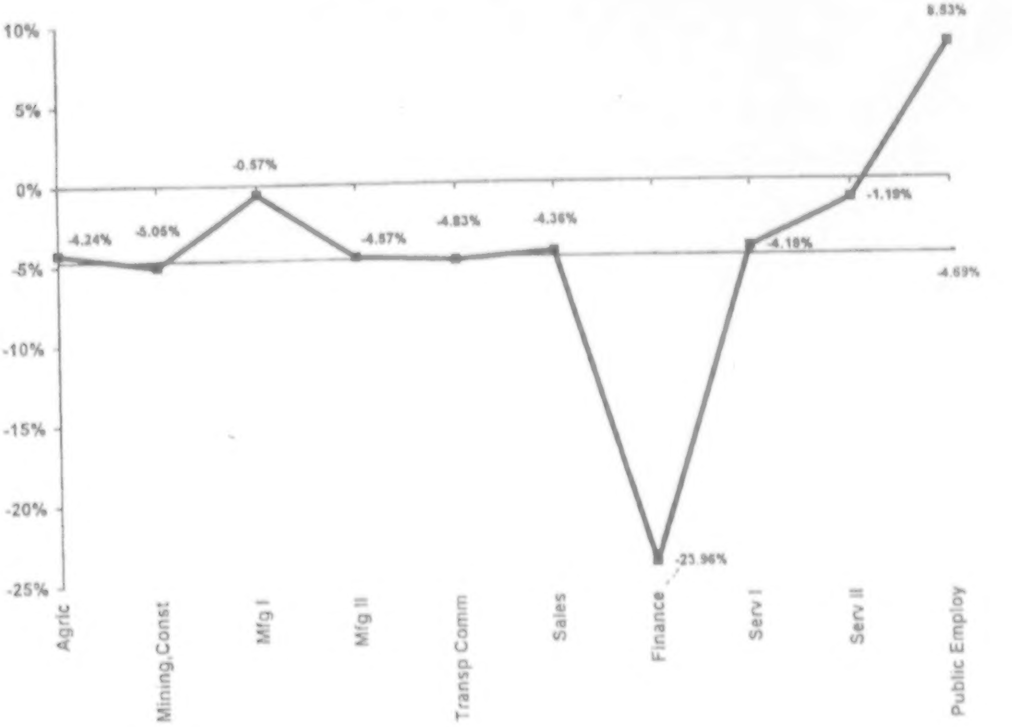
JOB SERVICE: **Market Penetration Report**

Market penetration is the percentage of the employer population listing job orders with the Job Service. It is a marketing measurement. For this reason it belongs in a budgetary report rather than a product quality report. It shows how much the Job Service has penetrated the employer community in terms of job order activity and is not affiliated necessary with the quality of job orders. The 1994 program year baseline for employer market penetration and comparable data for 1995 is included below. The analysis includes all liable MN employers with 10 more workers (39,585 in 1995). Of these, 19.69% listed job orders compared with 20.66% in 1994. The change represents a 4.84% decrease in overall market penetration.[17]

The % of penetration change from 1994 to 1995 is shown below. The average for all industries is -4.69%, shown in **magenta**. Notice the increased penetration in public employment of 8.53%:



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[17] The first action plan to increase penetration was implemented on 7/1/95. The 19.69% market penetration figure was for the program year ending 6/30/95. Data for the 1996 program year ending 6/30/96 will be available later this year

ATTACHMENT 8-C
MINNESOTA WORKFORCE DEVELOPMENT SYSTEM STRATEGIC FRAMEWORK (1997)

Minnesota Department of
Economic Security

390 North Robert Street • St. Paul, Minnesota 55101
(612) 296-3711 • TTY/TDD (612) 282-5909 • FAX (612) 296-0994

Office of the Commissioner

To: MDES Management Team
MnJTPA Association Directors
MDES Leadership Team
February 19 Chaska Participants

March 26, 1997

From: R. Jane Brown

Subject: Workforce Center System Strategic Framework

The following summarizes the status of the strategic framework I intend to use to complete the successful implementation of the Workforce Center System throughout Minnesota. I appreciate the comments and suggestions we have received from the Issues Team, the Chaska quarterly meeting and the Leadership Team. Modifications have been made based on those discussions, and with the exception of the "Continuous Improvement Measures," I am comfortable proceeding to use the statements to guide our future development. The final proposed form of the statements are as follows:

Vision: **A World Class Workforce through Customer Focused Service**

Comments: Several people commented on the need to further define phrases like "world class" and "customer focused service", etc. Others commented on the need to spend time with staff discussing the meaning of the vision statement to ensure we provide a consistent understanding of the vision. "World Class Workforce" means we are able to compete successfully in an increasingly global economy, having a workforce with the skills and knowledge needed for today, and the future. "Customer focused service" means that service design and delivery is driven by the expressed requirements of employers, job seekers and all other customers; we systematically ask customers to evaluate our products and services and their satisfaction.

Mission: **Serving the Dynamic Workforce Needs of Employers and Job Seekers**

Comments: The original statement read "Bring Job Seekers and Employers Together." Although this is the outcome desired for the majority of our customers, it was recommended that the statement be modified to reflect the broad scope of employer and job seeker services and information available throughout the Workforce Center System. The statement has been revised to recognize the ever changing nature of the workplace and that we serve multiple needs of our employer and job seeker customers.

Values: **Customer Success**--Our customers receive the diverse services they want/need for growth and independence.

• Helping Minnesotans help themselves achieve economic security •

Recycled paper with a minimum of 10 percent postconsumer waste

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Trust—We achieve the highest integrity and greatest return on the public investment through partnerships and efficient use of resources.

Excellence—We practice and recognize continuous learning, process improvement and management by fact.

Professionalism—We take pride in the creative contribution, leadership and diverse expertise of our staff, their commitment to the customer and to personal and professional development.

Comments: The first value was initially titled "Successful Customers." This was changed to "Customer Success," a better value heading. It was also recommended that discussions begin with the values, and then move to the vision, mission, etc. as values would give perspective to the vision and other strategic elements. The term "diverse" used in both the first and last value reflect the breadth of services and staff expertise necessary to achieve customer success.

Strategic Goals:

1. Increase customer satisfaction
2. Reduce the time it takes to fill employer job orders with a qualified job seeker.
3. Reduce the time it takes to place job seekers in appropriate employment.
4. Increase system-wide access to job opportunities.
5. Increase size and skill diversity of job seeker pool.
6. Increase system responsiveness and capacity by increasing the percentage of customers who "self serve" at least some portion of their service.
7. Improve responsiveness to field/internal customer requests.

Comments: It was recommended that the term "customer satisfaction" be defined. Customer satisfaction is a measurement of the degree to which we are successful in providing the information, service and/or product desired in a timely and respectful manner. Customer satisfaction may be based on information our customers volunteer through complaints or expressions of appreciation, formal surveys, focus groups, etc. Goal number 6 was rewritten based on your comments, and a recognition that it is highly likely we will experience decreases in resources while at the same time experiencing an increase in customers. We hope to be able to find ways of more efficiently serving people without decreasing the value of the services offered. These strategic goals apply to the Workforce Center System as a whole; they are not intended to

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address a particular service or population group. The goals are designed to promote service improvements in the system across both funding streams and all population groups.

Strategic Drivers: **-Cycle Time Reduction**
-Success Rate
-Customer Satisfaction (Delighted) Levels
-Productivity

Comments: Strategic drivers are cross-cutting improvement tactics, applied across a wide range of activities and processes. Several people commented on the need to add resources as a strategic driver. Increasing resources would more appropriately be a strategic goal rather than a strategic driver. Current efforts to establish and effectively operate the Workforce Center System are ultimately an effort to retain current resources and to the extent possible, add to them.

Continuous Improvement Measures:

Systemwide Measures	**Customer Groups**
1. Percent Satisfied Employers	Employers
2. Percent Satisfied Job Seekers	Job Seekers, Public
3. Number of Weeks to Fill a Job Order	Employers
4. Number of Weeks to Employment	Job Seekers, Public
5. Percent of Employers Accessing Workforce Center System	Employers, Job Seekers & Public
6. Average Wage at Placement	Job Seekers, Public
7. Job Retention Follow-up Rate (6 months)	Employers, Job Seekers
8. Percent Satisfied Internal Customers	Employers, Job Seekers & Employees

Comments: The measures will let us know how well we are meeting goals. We need, however, to further define the terms and ensure we have accurate processes for collecting the data. Al St. Martin is facilitating a Department measurement group. This group will refine the proposed continuous improvement measures for discussion at a future Issues Team meeting. The notes and newsprint summary of small group discussion in Chaska regarding the Continuous Improvement Measures will be distributed to the members of this measurement group as background for development of this component. As is the case with the strategic drivers and the strategic goals, measures need to be looked at as a package rather than isolating individual measures.

The strategic process will be tested in 2 or 3 pilot areas this spring and summer, and based on that experience there may be a need to further refine the strategic framework.

Local Continuous Improvement Measures

Comments: The model proposed by the Carlson School of Management includes the option of identifying local strategic goals and continuous improvement measures to be used in conjunction with statewide system measures. Questions regarding this component can be directed to Mike Ryan (612-643-8395) or Rick Hokanson (612-297-2934) for further details.

Conclusion:

I look forward to working with the Carlson School of Management and the specialists they have assembled to help bring Workforce Center System to its full potential. Our CommTeam and others will be working on communication strategies to ensure timely information reaches all partners. Your leadership and encouragement in this effort is absolutely essential to our success. Let me know if I can be of assistance, especially through attendance at staff meetings or other local events.

Thank you.

ATTACHMENT 8-D
WISCONSIN'S SELF-ASSESSMENT/MONITORING TOOL FOR ACHIEVING A "UNIFIED EMPLOYER RELATIONS FUNCTION" (1996)

Employer Relations

SDA/Job Center:____________ **Date:**______ **Reviewer:**_____________

PURPOSE

A unified employer relations function ensures that employers have access to all qualified job seekers registered with the system, regardless of which agency initially enrolled the applicant, and ensures that job seekers gain maximum exposure to all job openings in the local system for which they are qualified. Jointly planned and executed employer contacts maximize the generation of new job orders by identifying employers yet to be contacted, minimizing the duplicative contacts and the employer's cost of using services, and pooling employer feedback about local employment and training services. A unified employer relations function also prioritizes the use of, and targets appropriate employers for locally available assistance (e.g., hiring/training incentives). It ensures that the partnership of employment and training agencies can assist a community in retaining or expanding its employment base.

PRIMARY CONCERNS

- Standard menu of employer services
- Joint marketing approaches
- Non-duplicative employer contacts
- Inter-agency information sharing
- Pool of job listings
- Links to economic development

DESK REVIEW

Items to Review:

☐ CCD
☐ CCD Update/One Stop Plan
☐ Automated Systems (AMS) Agreement (if available)
☐ 25 Job Orders (if AMS is used as part of Job Center Employer Relations system)
☐ Available marketing materials/menus of service (to be sent by SDA in advance)

Other Desk Review Activities:

☐ 3 Employer Interviews (phone survey of local employers using Job Center system)
☐ Review of information from other evaluation/monitoring activities (e.g., JTPA Employer Questionnaire, Job Service Employer surveys/critical indicators, One Stop Customer Satisfaction project data)

Employer Relations

SDA/Job Center:_____________ **Date:**______ **Reviewer:**_____________

Standard 16 - Menu of Employer Services: Employers are exposed to a standardized "menu of services" that describes all of the locally-available services, regardless of their point of contact with the employment and training partner agencies.

SDA Self Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**______ **Reviewer:**____________

Standard 17 - Marketing: Participating local programs and agencies jointly market to employers a multi-program/multi-agency package of locally-available employment and training services.

SDA Self Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**______ **Reviewer:**____________

Standard 18 - Non-Duplicative Employer Contact: Employers receive non-duplicative contacts from the local employment and training partner agencies.

SDA Self Assessment:
☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:
☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**_____ **Reviewer:**____________

Standard 19 - Inter-Agency Information Sharing: Service providers share information on employer contacts.

SDA Self Assessment:
☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:
☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**______ **Reviewer:**____________

Standard 20 - Pool of Job Listings: Employers can expose their job listings to the maximum number of job seekers in a given local area through a single, convenient process.

SDA Self Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**______ **Reviewer:**_____________

Standard 21 - Links to Economic Development: Economic development organizations are informed of, and are able to gain the assistance available from, the full array of employment and training agencies in a non-duplicative manner.

SDA Self Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

What is plan/date to meet/enhance standard?

Reviewer's Assessment:

☐ Fully Met ☐ Partly Met ☐ Not Met at All ☐ Plan to Meet ☐ No Plan to Meet

Description of how standard is met:

Observations/Recommendations:

Employer Relations

SDA/Job Center:____________ **Date:**_____ **Reviewer:**____________

Summary of Planned Actions/Activities not described under Standards 16-21 above

-
-
-

One Stop Grant Project Plans

Describe any One Stop project plans that relate to the employer relations function. What are timeframes for implementation. What products/items/materials should be available/evident on-site?____

Desk Review Analysis and Conclusions

Is there evidence of a comprehensive employer relations system, or plan that will lead to an integration of this function? ☐ Yes ☐ No

What should be completed by the time of the on-site visit?

Any items or concerns that need to be reviewed on-site?

Employer Relations

ON-SITE REVIEW

Purpose

The purpose of this section is to collect information to determine if the SDA's self-assessment of attainment status in meeting Job Center functional standards corresponds to the activities and services available and observed on-site. The review is to verify that the actions/activities described in the CCD and CCD Update/One Stop plans are being carried out. Progress on One Stop Grant budgeted projects relating to the Employer Relations function will also be reviewed.

The on-site visit will consist primarily of staff interviews and review of any file items pertinent to the SDA's employer relations system.

STAFF INTERVIEW

Partner Agency Staff Interviewed/Title:

____

____

____

Interviewer:____________________ Date:________________

1. What agencies participate in the employer relations system? How many people are involved in this function?

2. What role do each of the Job Center core partners (Job Service, PIC, WTCS, JOBS) play in the employer relations function. What other local organizations are key players? What other local organizations do you hope to involve in the future?

3. What are your links with economic development? Are your linkages effective? Ways they could be improved?

4. What group provides oversight (sets the vision and the parameters) for the employer relations function in the SDA (LCPT, Job Center Management Team, etc.)? Describe relationship of oversight group to the staff providing services.

Employer Relations

5. How are employer relations activities coordinated? Is there a lead agency or an employer relations team?

6. If a team exists, how often does it meet?

7. What topics are covered at team meetings?

8. How are various responsibilities (job order taking, marketing, special recruitments, etc.) shared?

9. Is there an account representative system, where a company has a primary point of contact with a particular staff person or agency? If so, describe how it functions.

10. How do you make employers aware of the services available to them? What tools and processes do you use to market to employers?

11. If I were an employer that had never used the Job Center, and I called needing to recruit employees, how and what would I learn about services available to me (how would the call be routed, what "menu" options would I be told about, how would a staff person help me determine which options best suited my needs, and what follow up would there be)?

12. How are employer contacts documented? (Computer or paper-based system?)

13. How is job opening information shared with partner agencies (e.g., have AMS access and job board or JobNet)? With job seekers?

Employer Relations

13a. Are job orders held for any time period for any target group or by any agency before put on JobNet?

14. How do you monitor job orders (quality, make sure they're up to date, well written, are getting response by applicants, etc.)? How often do you follow up with employers?

15. Do you have written policies/procedures?

16. How do you deal with specialized employer needs (special or mass recruitment, downsizing or layoff, customized training needs)?

17. Are there issues with the duplication of systems (e.g., AMS vs. WTCS system)

18. How do you evaluate if your employer relations system is effective?

19. If I called an employer who has recently used services for the first time, what would the response be?

20. What labor market information tools do you use (find of value). What additional LMI tools, if any, do you need?

21. What training have staff received? Who has done training?

22. What systems (computer, policy/procedure) do you need to improve your ability to serve employer community? What training is needed by staff?

Employer Relations

23. What have been your biggest obstacles to this point?

24. What have been your greatest accomplishments? Any innovations or practices you think have been particularly effective?

25. What changes/enhancements, if any, are planned?

26. What state-level assistance, if any. would be of most value to you?

DOCUMENTATION REVIEW

One Stop Project Plans

What items/materials are evident/available as a result of the One Stop grant?____________

Items to Collect/Review:

☐ Menu of employer services
☐ Marketing materials
☐ Operations manuals or descriptions of policy/procedures

SUMMARY OF DESK AND ON-SITE REVIEW

1. Menu of Employer Services (Standard 16)

    a. There a standardized menu of employer services? ☐ Yes ☐ No
    b. In what format does it exist? ☐ Oral ☐ Printed ☐ Video ☐ TV ☐ Other ____________
    c. It promotes a single point of contact? ☐ Yes ☐ No
    d. The menu meets the intent of standard? ☐ Yes ☐ No

e. Observations/Recommendations:______________________________

____

____

2. Marketing (Standard 17)

a. An employer marketing plan been developed? ☐ Yes ☐ No
b. What up-to-date marketing items are available? ☐ Menu of service
☐ Brochure ☐ Packet/folder ☐ Video ☐ Other_______________
c. The marketing plan/materials meet the intent of standard? ☐ Yes ☐ No
d. Observations/Recommendations:______________________________

____

____

3. Non-Duplicative Employer Contact/Inter-Agency Information Sharing (Standards 18/19)

a. There a non-duplicative employer contact system in place? ☐ Yes ☐ No
b. Staff recognize this system and can describe how it functions? ☐ Yes ☐ No
c. Information on employer contacts is shared among agencies? ☐ Yes ☐ No
c. The system established meets the intent of standard? ☐ Yes ☐ No
d. Observations/Recommendations:______________________________

____

____

4. Pool of Job Listings (Standard 20)

a. There is a multi-agency process to pool job openings? ☐ Yes ☐ No
b. Employer interviews confirm there is a single, convenient process?
☐ Yes ☐ No
c. Are there DILHR AMS Access Agreements in this SDA? ☐ Yes ☐ No
d. Which partners (beyond Job Service) have AMS Access?_______________

____

e. Does review of job orders show partner use of AMS? ☐ Yes ☐ No
f. What other system (if not AMS) is used?________________________
g. The system established meets the intent of standard? ☐ Yes ☐ No
g. Observations/Recommendations:______________________________

____

____

ATTACHMENT 8-E
STATISTICS ON RESOURCE AREA USAGE AT THE ANOKA COUNTY, MINNESOTA, WORKFORCE CENTER
(1996)

RESOURCE AREA USAGE

Personal Computer Lab - YTD through August 1996

The Personal Computer Lab contains fourteen personal computer work stations available for job search, career exploration, resumes, and cover letters. The Personal Computer Lab has staff available to assist with computer questions.

1996	General Public	Program Specific	Total
August	440	57	497
July	461	76	538
June	412	120	532
May	411	102	515
April	383	107	492
March	398	177	575
February	331	159	490
January	311	120	450
Total	3,147	918	4,089

Job Search Area - YTD through August 1996

The Job Search Area is dedicated to assisting job seekers obtain job leads. There are nine Applicant Friendly Job Search computers available to access local, statewide, and nationwide jobs. Newspapers, job postings, and SkillsNet (a resume scanning program for job matching) are also available.

1996	General Public	Program Specific	Total
August	688	147	835
July	691	170	861
June	599	133	732
May	665	150	815
April	708	190	898
March	719	212	931
February	869	198	1,067
January	943	185	1,128
Total	5,882	1,385	7,267

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ATTACHMENT 8-F
EARLY STATISTICS ON UTILIZATION OF THE WAUKESHA COUNTY, WISCONSIN, WORKFORCE DEVELOPMENT CENTER (1995)

WORKFORCE DEVELOPMENT CENTER
- Utilization Rates -

Do you know that, from January 1995 through October 31, 1995,

... 9,433 people used the Workforce Development Center in this 10-month period?

...7,234 people secured employment after receiving some type of service from the Center during this 10-month period?

...5,019 visits were made to the Career Center since March 1995?

...2,541 visits were made to the Job Search Network Room Sessions?

...employers averaged placing 80 Job Orders per week via the JobNet System?

...3,930 Job Orders were received by Employment Opportunity Center?

Do you know that

...The JobNet System has approximately 1,000 Active Job Orders at any given time?

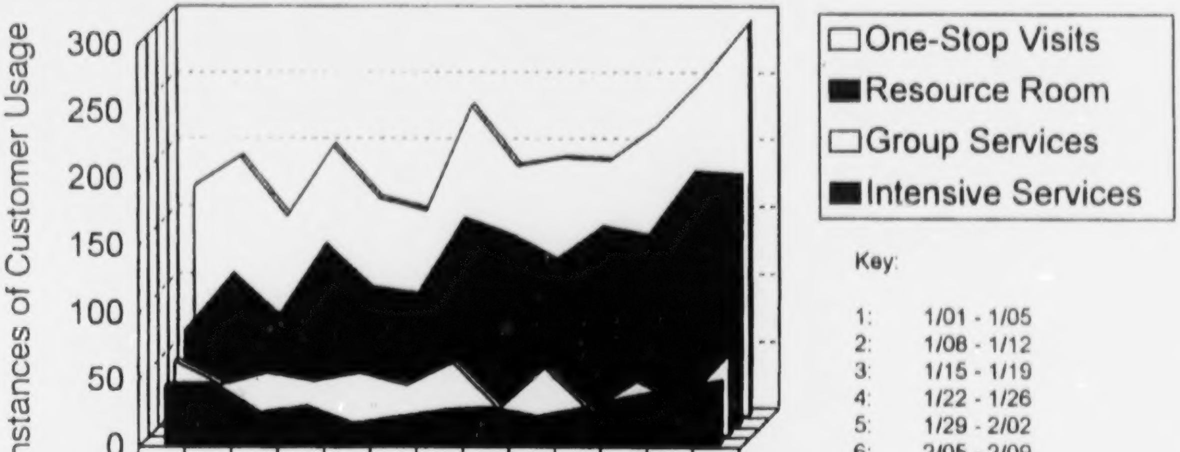
...approximately 450 people access the Job Information Center each week?

UTILZ.doc

ATTACHMENT 8-G
WEEKLY ONE-STOP CLIENT FLOW AT THE ARLINGTON, TEXAS, CAREER CENTER (1996)

Arlington Career Center

Weekly One-Stop Client Flow (January 1 - March 31, 1996)



Week No.	1	2	3	4	5	6	7	8	9	10	11	12	13
One-Stop Visits	170	192	148	200	161	152	230	185	191	189	214	250	293
Resource Room	71	111	80	133	101	96	152	140	122	146	140	187	185
Group Services	55	37	46	40	46	37	54	19	50	17	40	23	61
Intensive Services	44	44	22	27	14	19	24	26	19	26	34	40	47

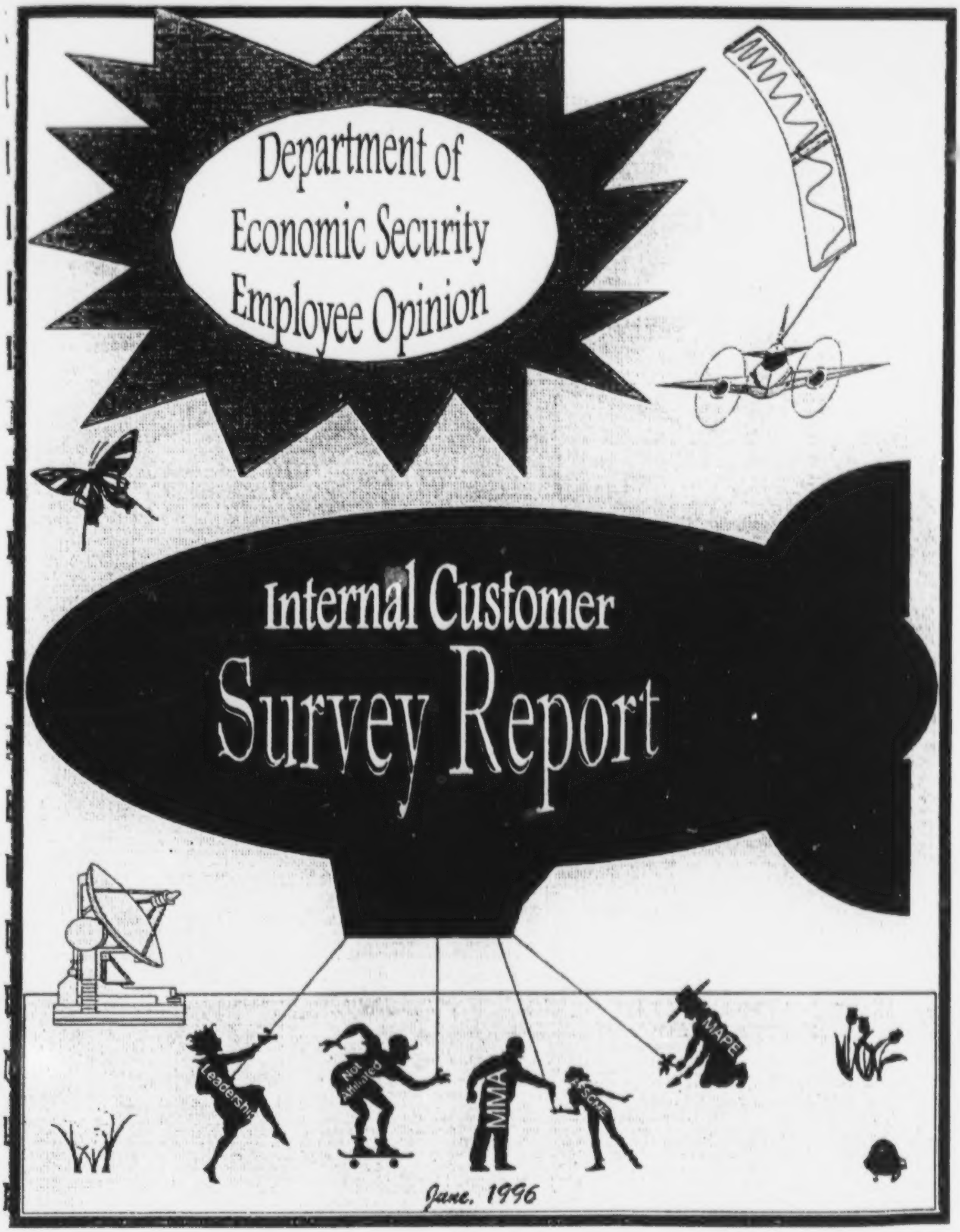
Week No.

Key:

1:	1/01 - 1/05
2:	1/08 - 1/12
3:	1/15 - 1/19
4:	1/22 - 1/26
5:	1/29 - 2/02
6:	2/05 - 2/09
7:	2/12 - 2/16
8:	2/19 - 2/23
9:	2/26 - 3/01
10:	3/04 - 3/08
11:	3/11 - 3/15
12:	3/18 - 3/22
13:	3/25 - 3/29

Total number of self-reported services: 2575

ATTACHMENT 8-H
CUSTOMER SATISFACTION MATERIALS FROM MINNESOTA



Department of Economic Security Employee Opinion

Internal Customer Survey Report

Leadership
Not Affiliated
MMA
AFSCME
MAPE

June, 1996

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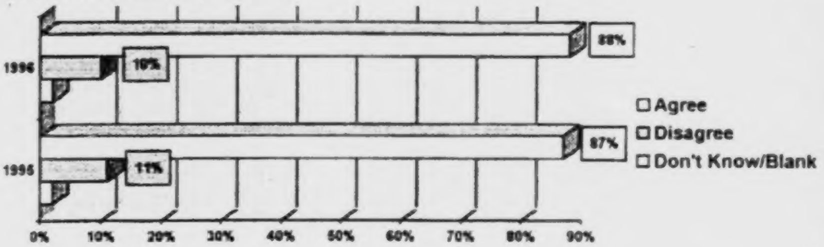
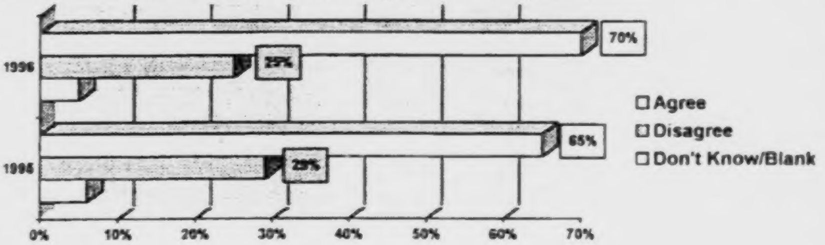
Customer Focus

Three customer focus questions made up the first part of the survey. Overall, respondents agreed to some extent with the customer focus related questions 82% of the time in 1996 and 79% of the time in 1995:

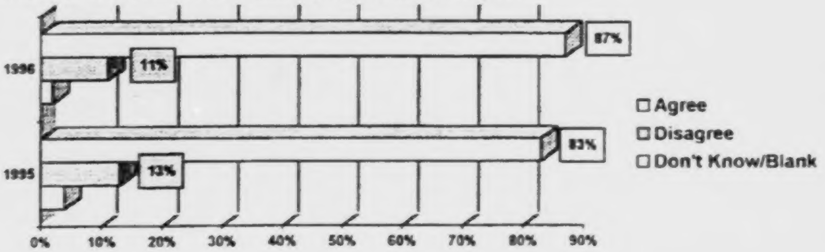
I understand customer expectations:



My office has an effective process for resolving customer complaints:



I use customer feedback to improve the quality of my services:



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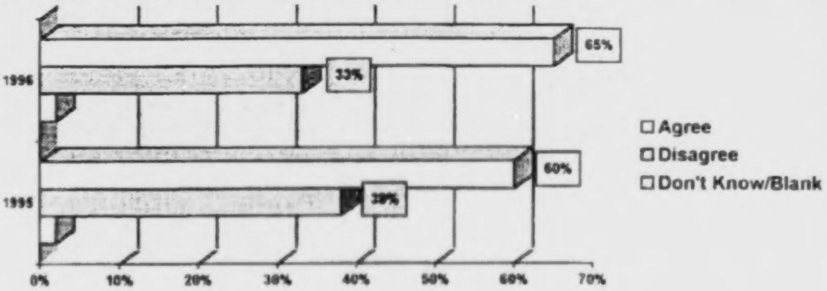
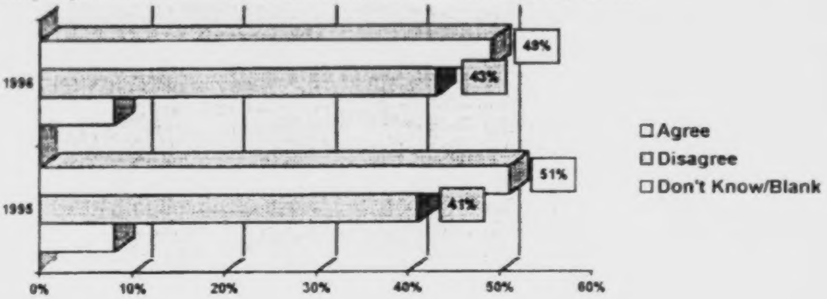
Teamwork

Overall, respondents agreed to some extent with the teamwork related questions 56% of the time in 1996 and 48% of the time in 1995:

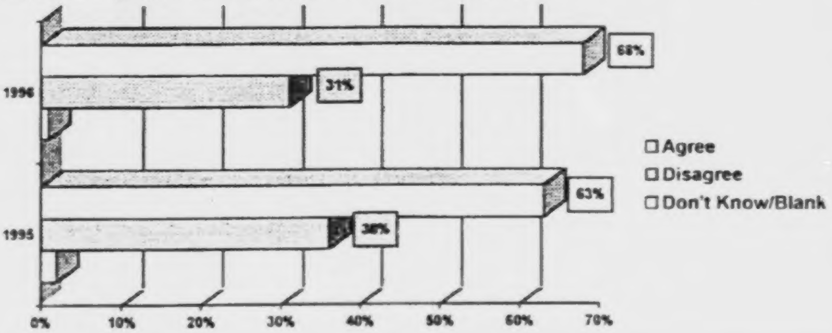
Employees in my office have been trained, have needed tools:



Quality improvement teams have been formed/implemented in my office:



In my office employees interact/cooperate to meet common goals:



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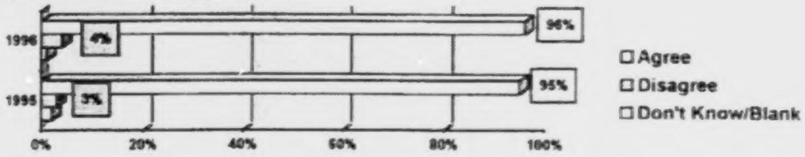
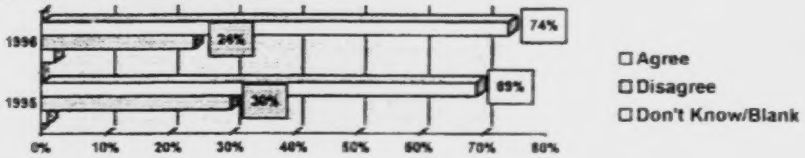
Continuous Improvement

Four customer focus questions made up this part of the survey in 1995. In 1996, the "Progress has been made to eliminate fear" question was shifted to the Human Resource Utilization section. For the purposes of comparison, it was shifted back to this section for this report. Overall, respondents agreed to some extent with the continuous improvement related questions 69% of the time in 1996 and 67% of the time in 1995.

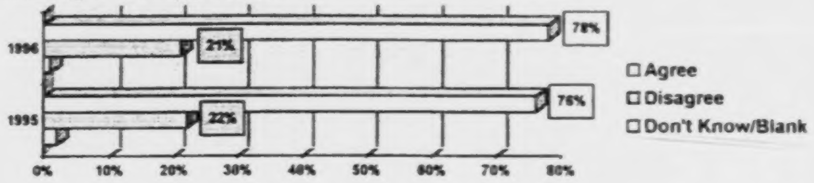
I believe services can be improved:



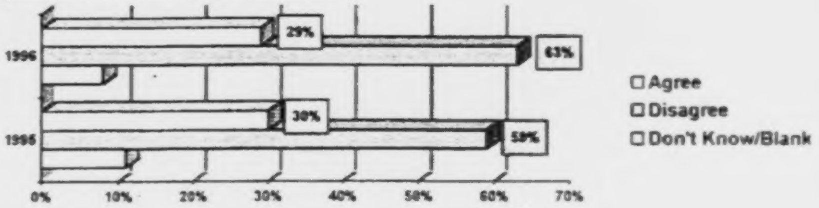
In my office we continually build quality in:



I use training to develop job skills:



Progress has been made to eliminate fear:



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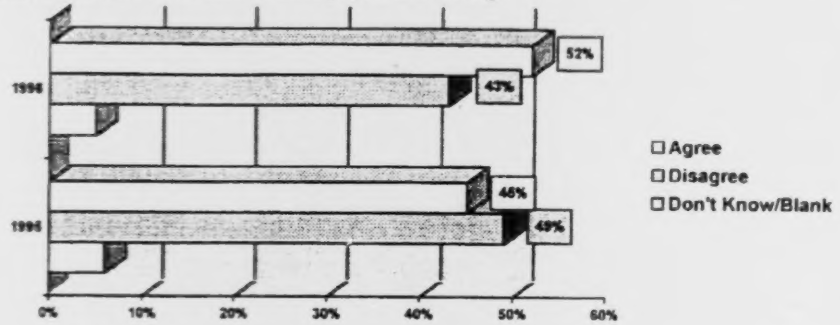
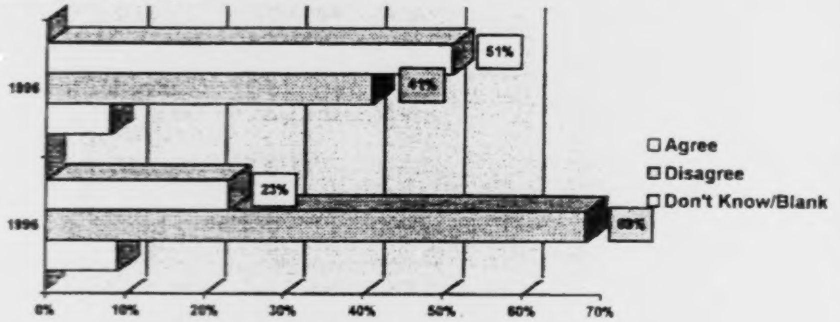
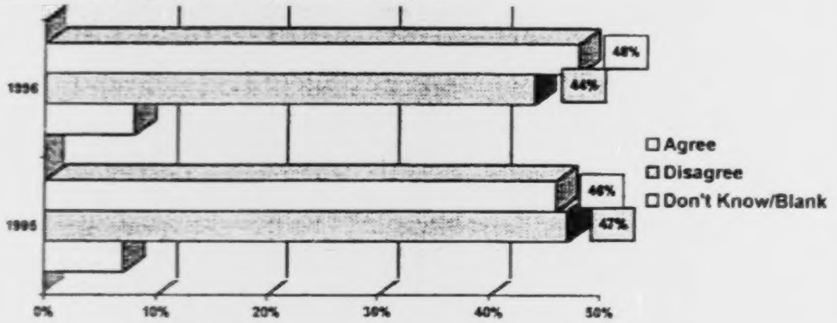
In my office, conflict is resolved through problem solving:



Teams are helping my office serve customers:



Teams are helping my office improve our workplace:



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Summary

With the exception of two questions, agreement increased from 1995 to 1996. The contrast between years can be seen in the magnitude of agreement (in descending 1996 order):

Magnitude of Responses by Section and Question Number	Agree '95	Agree '96	Change%
I believe that our products or services can always be improved (II,1)	95%	96%	+ 1%
I have a clear understanding of the expectations of my customers (I,1)	87	88	+1
I use feedback info from my customers to improve my service quality (I,3)	83	87	+5
I am committed to the achievement of "Total Quality" throughout MDES (III,3)	86	86	+0
My work unit has a reputation for providing high-quality service (VII,6)	75	79	+5
I attend education and training to develop my job skills (II,3)	76	78	+3
Services provided by my work unit meet customer requirements (VII,2)	73	76	+4
In MDES there is a cont. effort to build quality into service design/delivery (II,2)	69	74	+7
I have been provided with the information I need to do my job properly (VI,3)	67	72	+7
I am regularly involved in solving problems that affect the quality of my work (IV,1)	69	70	+1
In my work unit, employees consistently meet the standards of their job (VII,4)	64	70	+9
MDES has an effective process for resolving customer complaints and problems (I,2)	65	70	+8
In my work unit employees interact and cooperate effectively (V,3)	63	68	+8
My supervisor is committed to achieving "Total Quality" throughout the work unit	60	65	+8
Employees in my work unit have been trained and have the tools available to make	60	65	+8
I believe that customers of my work unit are more satisfied with our products and	62	64	+3
My work unit is reducing the level of waste and rework (VII,3)	58	61	+5
Quality standards have been established for the products and services produced in my	53	60	+13
My supervisor provides encouragement, recognition and rewards for quality	51	59	+16
In my work unit there is an effective process for regularly obtaining employees'	50	55	+10
MDES has a reputation for providing high-quality service (VII,5)	45	54	+20
In my work unit conflict is resolved through problem-solving (V,4)	45	52	+16
Teams are helping my work unit serve customers (V,5)	23	51	+122
Communication in my work unit is frank, open and honest at all levels (VI,1)	42	49	+17
Quality improvement teams have been formed/implemented in my work unit (V,2)	51	49	-4
Teams are helping my work unit improve our workplace (V,6)	46	48	+4
MDES mgmt. shares quality-related info with all employees (VI,2)	46	47	+2
In my work unit there is an effective process for resolving employee complaints and	41	47	+15
The focus in MDES is long-range rather than short-term (III,5)	42	46	+10
MDES mgmt. is committed to achieving "Total Quality" throughout org.(III,1)	33	36	+10
MDES employees are recognized for continuous quality improvement (IV,3)	24	29	+21
Significant progress has been made to eliminate fear on the job (II,4)	30	29	-3
MDES mgmt. has broken down barriers to cont. quality improvement (III,6)	23	24	+4

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Recommendations

1) Overall, with 70% of the responses agreeing with questions presented in the survey, **MDES staff has a positive view about their work, the Total Quality process, customers, and other aspects of their jobs. 91% of the 1996 questions had more affirmative responses than in 1995.**

2) This positive self-assessment sends the message that the Department should keep doing what it has been doing, that it continues to be on the right track, especially with its customer focus, continuous improvement, and quality results.

3) Special efforts can be directed where agreement rates are lowest.

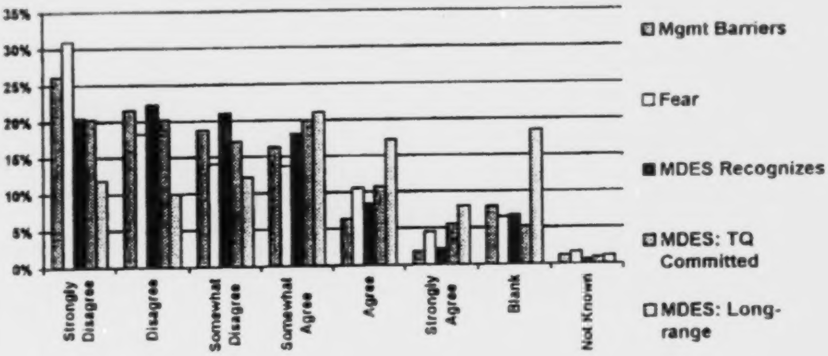
A) Help management breakdown barriers to continuous quality improvement (see Management and Leadership section).

B) Eliminate fear on the job. Fear is not defined in this question, so that responses may be referring to differing causes of fear (see Continuous Improvement section)

C) Recognize MDES employees for continuous quality improvement. Celebrate the successes we have found and recognize the people responsible (see Human Resource Utilization section)

D) Make sure MDES management is committed to achieving Total Quality throughout the organization and are modeling TQ behaviors (see Management and Leadership section).

E) MDES needs to focus on a consistent long-term plan rather than short-term or ever-changing plans (see Management and Leadership section)



The contents of this report, including the recommendations, are based solely on the collected data. If you have feedback that would improve the quality assessment process please contact Chris at 296-6717 with your ideas.

8 Please list any other type of labor market information that you would like to see developed by this office.

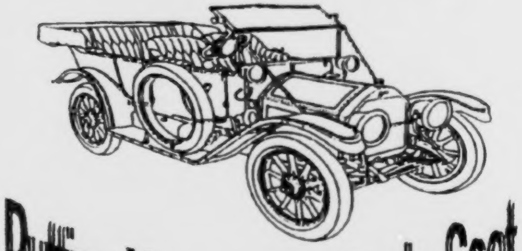
9 Any other comments on how we could improve our products and/or services will be appreciated.

8-H-8

Thanks for your help!

The label above tells us if you have responded, we won't contact you if you have. All of your individual responses will be kept strictly confidential and will only be used to produce summary results.

Customer Satisfaction Survey



Putting You in the Driver's Seat

conducted by

The Minnesota Department of Economic Security's

Research and Statistics Office

funded by The Education and Employment Transition System Grant

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Minnesota Department of
Economic Security
390 North Robert Street • St. Paul, Minnesota 55101
(612) 296-5632 • TTY/TTD (612) 282-5090 • FAX (612) 282-5429

Research and Statistics Office

Dear Customer

I am writing to ask for your help. Would you take a few minutes to let us know how we are doing? You have been identified as one of our valued customers who uses labor market information (LMI), and we would welcome your appraisal on how we do our job in serving you. We intend to use your responses as guidelines to improve and re-focus our publications and services to serve you better in the future.

We are sending the attached survey to a limited number of people who have used our publications or services. Every response we receive is significant, and the results will be studied carefully. Your reply is very important to us, and your answers will be completely confidential.

Please complete the questionnaire, and return it in the enclosed, postage-paid envelope. I will be contacting you again if I do not receive your survey within two weeks. Should you have any questions or comments, please call Dana at (612) 296-5632. Thank you for your assistance in our efforts to improve.

Our mailing address is:

Minnesota Department of Economic Security
Research and Statistics Office
ATTN: Dana Ferrazzo
390 N. Robert Street, Fifth Floor
St. Paul, MN 55101

6-H-8

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1. The last time you contacted the Research and Statistics Office, how satisfied were you with our response? Please rate the following statements:

	Strongly Disagree					Strongly Agree
My call was answered promptly.	1	2	3	4	5	6
My call was directed to the person most able to help.	1	2	3	4	5	6
My request for information was handled in a professional manner.	1	2	3	4	5	6
My request was handled in a timely way.	1	2	3	4	5	6
Staff was knowledgeable.	1	2	3	4	5	6
Staff was courteous.	1	2	3	4	5	6

Comments: ______________________________
____

2. How satisfied are you with the quality of information you receive from the Research and Statistics Office? Please rate the following:

	Strongly Disagree					Strongly Agree
Current information is provided in a timely manner.	1	2	3	4	5	6
The information is consistently accurate.	1	2	3	4	5	6
The products/services address my needs.	1	2	3	4	5	6
The information is well organized.	1	2	3	4	5	6
The information is easy to use.	1	2	3	4	5	6

Comments: ______________________________
____

Skip those items you do not use.

	How important to you?						How satisfied are you?						
Labor Market Information	Not at all Important					Extremely Important	Not at all Satisfied					Extremely Satisfied	Comments
Publications													
☐ MN Labor Market Review (monthly)	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Economic Trends (quarterly)	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Employment Outlook	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Regional Employment Outlook	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Salary Survey by Area	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Salaries by Industry & By Size of Firm	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Careers	1	2	3	4	5	6	1	2	3	4	5	6	
☐ MN Career Focus	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Occupational Employment Statistics	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Employment, Hours & Earnings by State	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Employment, Hours & Earnings by Minneapolis-St. Paul Area	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Employment & Wages by Economic Region and County (Quarterly Report)	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Employment & Wages by Economic Region and County (Annual Report)	1	2	3	4	5	6	1	2	3	4	5	6	
Services													
☐ Affirmative Action Data	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Informational Seminars and Special Requests/Projects	1	2	3	4	5	6	1	2	3	4	5	6	
☐ Consumer Price Indexes (CPI's)	1	2	3	4	5	6	1	2	3	4	5	6	

Enclosed with this survey please find a copy of *Going in Circles Looking for Information?* which includes a description of the above publications and services.

8-H-10

6.0

6.1

4. How satisfied are you with the layout of information in the products? Please rate the following.

	Strongly **Disagree**					Strongly **Agree**
The tables are easy to understand.	1	2	3	4	5	6
The graphs are easy to understand.	1	2	3	4	5	6
The media (paper, disk, electronic) that the information is presented in meets my needs.	1	2	3	4	5	6

Comments:

5. LMI products and information are located on the Internet at **http:peter.itsc.state.md.us:81/**. If you have visited this site, please rate the following.

	Strongly **Disagree**					Strongly **Agree**
The information is easy to access.	1	2	3	4	5	6
Current information is provided in a timely manner.	1	2	3	4	5	6
I would like the option of using a search engine.	1	2	3	4	5	6
I would like to be able to download the information in another format.	1	2	3	4	5	6

Comments:

6. How satisfied are you with the content of information in the products? Please rate the following.

	Strongly **Disagree**					Strongly **Agree**
There is too much detail provided in the products.	1	2	3	4	5	6
There is too little detail provided in the products.	1	2	3	4	5	6
The analysis of information is of high quality.	1	2	3	4	5	6
The information provided meets my needs.	1	2	3	4	5	6

Comments:

7. **In order for us to know a little more about you and your needs as an LMI customer, please answer the following questions.**

A. **What is your job title?** ____________________

B. **Please ✓ the ☐ which best describes your frequency of use of LMI products or services.**

- ☐ **1 to 5 times per year**
- ☐ **6 to 10 times per year**
- ☐ **11 to 15 times per year**
- ☐ **16 to 20 times per year**
- ☐ **over 20 times per year**

C. **If questions arise concerning your survey, whom should we contact?**

Name: ____________________

Telephone No.: ____________________

Continue on back →

CUSTOMER SATISFACTION SURVEY

Date ______________________

Thank you for agreeing to complete our Customer Satisfaction Survey. The survey is voluntary, anonymous, and confidential. The information will be used to improve services to customers. If you choose not to complete the survey, services provided to you will not be affected.

1. Please check the service/s you were seeking when you came here today. (Check all that apply.)

☐ Job Leads
☐ Resume
☐ Child Care
☐ Job Search
☐ Reemployment (Unemployment Insurance)
☐ Other

☐ Employment Counseling
☐ Job Club
☐ Financial Aid for School
☐ Automated Job Match

☐ Resource Center
☐ General Job Information
☐ Testing
☐ Training Options
☐ Adjustment to Disability

If other, please explain:

2. Is this your first time here? ☐ Yes ☐ No

3. Please rate each of the following aspects of service based on your experience.

How would you rate the extent to which:	Poor	Okay	Good	Very Good
the service was prompt?	☐	☐	☐	☐
the employees were friendly/polite?	☐	☐	☐	☐
the employees were helpful?	☐	☐	☐	☐
the hours were convenient?	☐	☐	☐	☐
you received personal attention?	☐	☐	☐	☐
your questions were answered?	☐	☐	☐	☐
the employees were knowledgeable?	☐	☐	☐	☐

- OVER -

WH\CLERICAL\ONESTOP\SURVEY.WPD

4. Please answer these questions based on your overall experience using the services.

How would you rate:	Poor	Okay	Good	Very Good
the value of the services to you?	☐	☐	☐	☐
how well the services met your expectations?	☐	☐	☐	☐
the overall quality of the services?	☐	☐	☐	☐

5. Please describe any services that you believe are missing but should be available.

6. If you could make one suggestion that would improve your satisfaction, what would it be?

Provide Name and Address information only if you want a personal reply.

Name: ______________________________

Phone Number: ______________________________

THANK YOU FOR COMPLETING OUR CUSTOMER SATISFACTION SURVEY.
YOUR INPUT IS IMPORTANT TO US.
IT WILL ENABLE US TO SERVE YOU BETTER.

W:\CLERICAL\ONESTOP\SURVEY.WPD

WHAT CUSTOMERS ARE SAYING ABOUT THE MINNESOTA WORKFORCE CENTER-ANOKA COUNTY

"What a great change! I'm not even embarrassed to be here! This is a wonderful, professional service–I bet you will see a great improvement in attitudes among your clients."

"I really appreciate the opportunity to use this service–it is very helpful to have resources available–it is also nice to be treated with respect and dignity."

"I got the job I wanted due to the wonderful help with my resume and the fact I was totally prepared for my interview. I am very grateful for all the help and information I received."

"Received an immediate job from a company. First visit–very impressed."

"Keep up the great team work–it is nice to come here and be treated in a friendly respectful manner."

"All the employees are friendly and supportive."

"The employees were friendly/polite? Very!!" "The employees were helpful? Very!!"

"Although rating 'very good' in all areas seems unusual, I truly feel the experiences I have had here during my past several visits have been 'very good'."

"I got the job I wanted due to the wonderful help with my resume and the fact that I was totally prepared for my interview. I am grateful for all of the help and information I received."

"Everyone in the Blaine office is doing a wonderful job! Keep up the good work!! You are appreciated by many."

"I received more information and assistance than I expected."

"All the employees are friendly and supportive."

JK s:\H\CLERICAL\WFC\CUSTCOMM.WPD

ATTACHMENT 8-I
CUSTOMER SATISFACTION MATERIALS FROM WISCONSIN

One Stop Job Center
Focus Group Interviews

October, 1995

Excellent
Document
mac
12/20/95

Prepared by:

Wisconsin Survey Research Laboratory
University of Wisconsin-Extension
Madison, Wisconsin

Prepared for:

Wisconsin One Stop Implementation Grant
Contact: Karin Peterson
Job Center Administration
Wisconsin Department of Industry,
Labor, and Human Relations
Madison, Wisconsin

Job Center Focus Group Interviews Background Information

Wisconsin has been developing Job Centers since 1988. Federal funding for this effort (a three-year, $10.5 million grant from the USDOL-ETA) was awarded in November 1994. There are currently 62 Job Centers planned and developing in 17 regions statewide. The Centers' customers are identified as job seekers, employers, and other taxpayers.

The Centers are managed by a team from the agencies which administer many different funding sources, most of which originate at the federal level. Job Service, the Private Industry Councils, local technical colleges, and county social service departments are examples of team members. Some Job Centers also include other agencies, like vocational rehabilitation, United Migrant Opportunities Services, economic development agencies, public school systems, literacy councils, and so on.

The objective of Job Centers is to provide easy access to a wide range of services for both job seekers and employers. A well-developed center will include coordinated intake assessment, case management, employer services, and inter-agency area-wide planning as well as core services such as career information, job listings, labor market data, training programs, testing and assessment, referrals, and job search assistance.

The Department of Industry, Labor and Human Relations contracted with the Wisconsin Survey Research Laboratory to conduct the focus groups reported here. This report summarizes results of a series of ten focus group interviews conducted around Wisconsin in the summer of 1995.

The purpose of the focus groups was to understand the needs and perceptions of One Stop Job Center customers. Since One Stop Job Centers serve two broad customer groups (employers and individuals), we conducted three focus groups of employers and three of job seekers who had used a Job Center. In addition, focus groups were conducted with one group of "general public" participants, plus one group of front line staff, one group of administrators of the Job Centers, and one group of advocates for various persons who need and use Job Center services. This report analyzes each customer group and special participant group separately.

When choosing participants for the focus groups with employers, job seekers, and the general public, care was taken to reflect the geographic diversity of the state. Focus groups with employers were held in Eau Claire, Green Bay and Kenosha. Groups of job seekers were interviewed in Hayward, Fond du Lac and Milwaukee. The participants for the general public group were recruited using telephone calls to random phone numbers of people living in the Dodgeville area. Dodgeville was chosen based on voting patterns in recent elections which indicated that the majority of voters in the area were neither strongly conservative nor liberal.

Because Job Centers are new and not yet fully operational, the responses of employers and job seekers regarding their experiences with the services offered often reflect their experiences with the individual agencies that are now forming Job Center partnerships. Most employers, for example, reference Job Service, not Job Centers, in their remarks.

Executive Summary

Employers told us they want:

- applicants screened
- applicants with good attitudes, who are reliable and willing to learn
- quick service when placing orders
- quick service when getting referrals
- a list of qualified candidates as soon as they place the job order
- good and timely follow-up

Employers are feeling a lot of the stresses of a low unemployment rate and the lack of qualified or committed employees.

Job Seekers told us they want:

- access to the largest possible number of job orders
- an easy system for getting a job
- protection from unfair employer practices
- jobs with benefits, even if the pay is lower
- skills training
- financial assistance
- personal service
- to be treated with respect from the Job Centers and Employers
- up-to-date information on the jobs

Advocates were concerned primarily:

- that their clientele receive personal and compassionate service
- more services for their clients, not a "one size fits all" agency.
- staff need to be well trained to deal with non-English speaking people, people with disabilities, and people in crisis
- the computers, in general, were seen as threatening and a barrier for most of the advocates' clientele
- they would like the Centers to develop a plan for working with the advocates to provide better and more comprehensive service overall.

Taxpayers (the general public) told us they want:

- service which is efficient in time and money
- more information about services available

They also discussed the negative image of the Centers: the Centers are perceived as being tied only to welfare.

Executive Summary (continued)

Front Line Staff understood the needs of the GENERAL PUBLIC to be:

- ease and convenience
- efficiency
- universal access

Front Line Staff understood the needs of the EMPLOYERS to be:

- lots of applicants
- screening of applicants
- personal service
- training

Front Line Staff understood the needs of the JOB SEEKERS to be:

- access to many jobs
- ease of use
- training
- personal service
- financial assistance

Front line staff felt the Centers could best improve by making the job-seeking process more efficient, having well-trained and polite staff, and easing regulations. Areas they would target for improvement were:

- personal service
- one location for all services
- public information and public relations
- reliable funding

Administrators understood the needs of the GENERAL PUBLIC to be:

- efficiency
- clear purpose
- more communication
- to be treated well

Administrators understood the needs of the EMPLOYERS to be:

- to have their business needs understood by staff
- quick and easy service
- knowledgeable staff
- training

Administrators understood the needs of the JOB SEEKERS to be:

- easy and efficient service
- to be treated well
- easy access
- personal service
- access to lots of jobs
- more reliable funding

Administrators recognized that job seekers for the most part liked JobNet, but that staff and employers are less happy with it. They felt staff should be kept informed and included in decision-making.

The top areas Administrators would target for improvement were:

- a clear vision of what the Centers' purposes are
- better follow-through for both employers and job seekers
- more reliable funding

SURVEY OF JOB SEEKERS THROUGH JOBNET
November 6, 1995

1. **In the past 3 months, what services have you used at the Job Center? (touch all that apply)** *(Words with graphic as buttons saying Yes and No)*

    1 Help figuring out what types of jobs I'm interested in or qualified for
    2 Finding a job opening on the JobNet computer
    3 Learning job seeking skills, such as preparing for an interview
    4 Training for specific job skills or retraining to change my career
    5 Getting information about the job market, such as future job demand and wages and skills needed for certain jobs

2. **In the past 3 months, how much contact have you had with staff?** *(Graphic as words with buttons to press)*

    1 A lot
    2 Some
    3 Very Little
    4 None at all----->SKIP QUESTIONS 3 and 4

How much do you agree or disagree with the following statements:

3. **Staff at the Job Center treated me with respect.**

    Five point happy face scale; with words underneath:
    Strongly Agree,
    Somewhat Agree,
    Neither Agree nor Disagree,
    Somewhat Disagree,
    Strongly Disagree

4. **The Job Center staff knew how to help me.**

    Five point happy face scale, with same wording mentioned in #3

5. **It was easy to get what I needed at the Job Center.**

    Five point happy face scale, with same wording mentioned in #3

6. **Overall, the Job Center is helpful to me as I look for a job.**

    Five point happy face scale, with the same wording mentioned in #3

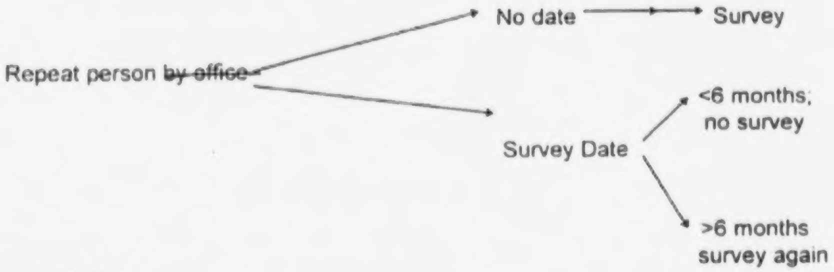
Functional Requirements for One Stop Survey on JobNet
(10/3/95)

PROJECT GOAL:

The goal of this project is to use the JobNet system as a vehicle to measure system-oriented customer satisfaction of the broad population of users of employment and training services. Responses to the brief, on-line survey will be linked to demographic and available programmatic data for analysis. Survey answers should be stored on the mainframe transaction file from which a monthly report will be generated. In addition, survey answers should be accessible for download to facilitate PC based analysis.

POPULATION:

Repeat users of JobNet who are at a Job Center will get the survey. *(NOTE: Some JobNet machines may be at offices that are not Job Centers. This survey will not be activated at those offices. I have attached the current list of sites.)* After completing the survey, they will not be asked to fill it out again until 6 months later. A survey date will have to be assigned to prompt second iterations of the survey:



SPECIFICATIONS:

Survey

The survey will be placed at the first exit from a JobNet function. This could be modifications to the self-registration, use of the directory (menu) of services, use of job search, or any other function.

The questions on the customer survey follow response patterns as described below:

- The majority of the questions will follow the happy-face convention developed for the original JobNet survey. One question will have yes/no response categories, and one will have a four point scale, and include a skip pattern. The survey is attached.
- The introductory screen to the survey should say "Please answer the following quick 6 questions which will help us serve you better!"

Each question will appear alone on the screen, and, once answered, the subsequent question will appear. After all questions have been answered, the customer will be thanked for completing the survey and asked to push the EXIT button. The response will be the menu screen.

All survey responses, including those from incomplete surveys, will be logged. Even if only one survey question (i.e. the first one) is answered, we want it logged because the that question gives an indication of satisfaction with overall services.

Reports

Survey data will be reported monthly. Reports will include break-outs by demographics and veteran status for each question for statewide data. This includes the entire range of information available, including age range, race/ethnic, gender, education level, in-school, veteran status, employment status, limitations (disabled), UC claimant, dislocated worker, migrant worker, and economically disadvantaged. Report formats for all data (including on the SDA and office level), in addition to the media for reporting, will be determined at a later date.

The data should also be downloaded monthly into an ascii file, for further analysis using SPSS.

A pilot, to be developed at a later date, will allow local areas to determine which services customers find most useful by correlating customer satisfaction data elements with the record of services received.

Mainframe Changes

Add a new 8 byte JobNet Survey Date field to the JS-APPLICANT-REC. This field should be checked at JobNet Main Menu sign-on to determine if the applicant should be presented with a survey upon exiting a JobNet function. Since there are only 3 bytes of filler on the JS-APPLICANT-REC, it will have to be enlarged to accommodate the addition of the survey date field.

NOTE: It may be necessary to add a JobNet indicator to the JS-APPLICANT-REC to identify repeat users of JobNet for survey purposes. This should be discussed further in JobNet Design meetings.

In addition, a new applicant transaction will be needed to store the survey data. The new TCDE for the ATRN and VTRN files should be 560. It should generally process like the current 555 TCDE and display 'JOBNET SURVEY' on-line. New ATRN-DATA-AREA redefines on the JS-APP-TRANS-REC will be necessary for the six survey questions shown on the attachment.

JobNet INI File Changes

Since the survey will be not be used in all JobNet locations, a JobNet Survey indicator should be added to the JobNet INI file. The indicator should be displayed on the Office Settings tab card as a Yes/No response.

Outline of One Stop Customer Research Project Status and Decisions
January - June, 1996

I. **Focus groups with employers who have not used job centers**

A. *Status:* As of December 5th, the seven focus groups will be complete. A report will be submitted by January 8, 1996.

B. *Decisions:* After reviewing the information gained from these focus groups, the Interagency Guidance Team will want to discuss whether this is a good way to gather information regarding job centers. If we want to conduct more focus groups with employers who have not used job centers, we should start identifying participants in the spring for possible groups in the summer.

II. **Taxpayer Survey**

A. *Status:* Calls for the October/November iteration of the taxpayer survey (a.k.a. Wisconsin Opinions, conducted by the Wisconsin Survey Research Lab) were completed last week. Responses for the two month period, plus responses by "standard" demographic characteristics (gender, age, income, etc.) will be available by the end of the week of December 4th. A report will be written and distributed during December.

B. *Decisions:* The survey is longer than we had originally planned, and we paid $4000 for the this first, 2-month period. The team will want to discuss and make recommendations whether all the questions are worth repeating in the April/May survey. The questions about the relative importance of services yielded responses that did not vary much. This might be a prime area to cut. Analysis of the October/November data should inform this decision.

III. **Employer Survey:**

A. *Status:* The employer survey will be sent the week of December 4th and again the first week in June. Analysis can be completed late in January, allowing at least 5 weeks for responses. Some changes in report programming must be completed in order to analyze the data. These changes will have to happen early in January.

B. *Decisions:* None right away. We will want to compare the response rates of December to June. If the December rates are bad (due to the holidays), we will want to modify the dates the survey is sent. (Note: we kept the timing of the survey the same as it has been; but this is open to re-evaluation.)

IV. **Job Seeker Survey on JobNet**

A. *Status:* The application is in development and will be tested the last part of December. It will be implemented system-wide in January, with the first reports out in February.

B. *Decisions:* We will have to consider report formats for the LCPTs. In addition, we will want to consider research questions we can ask of the data, as well as think about how we might be able to get this research done.

V. **High Impact Job Seeker Survey**

A. *Status:* In development. The survey instrument is being reviewed and modified. The population is being pulled from JSIS, WIMS, and CARES from new active participants in November, 1995. The survey will be fielded by mid-January.

B. *Decisions:* We will want to review what we get from the January/February telephone survey prior to the April/May survey being fielded. We will want to look at response rates among different groups (particularly the non-English speakers) and see if modifications in method are needed. Did the questions work? Did we get meaningful information from all the questions? Should some be modified or nuked? Are there research questions to be asked of the data? How might we get that research done? How should the results be reported?

ATTACHMENT 8-J
CUSTOMER SATISFACTION MATERIALS FROM CONNECTICUT

EXIT SURVEY

Fill in circles like this: ●
Not like this: ☒ ☑

The Connecticut Works Center is conducting a survey to determine your satisfaction with our services. Please take a moment to answer the questions below. Your answers will be anonymous.

This first section addresses the reasons you came into the office today

1. Why did you come to the Connecticut Works Center today? (Fill in all that apply)

- ○ File for Unemployment Insurance (U.I.) benefits
- ○ Resolve a problem with U.I. check
- ○ Attend a Fact Finding hearing regarding your eligibility for unemployment benefits
- ○ Receive assistance in finding a job
- ○ Inquire about job training
- ○ Use **equipment,** such as computer, photocopier, fax, telephone, kiosk (ALEX)
- ○ Use **resources,** such as books, magazine, job listings, newspap
- ○ Attend a seminar or workshop
- ○ Other (Specify)

2. Did you have to wait for any service today?

○ Yes (If Yes, answer (a), (b), (c), & (d) below) ○ No (If No, skip to question 3)

(a) How long did you wait? (If you waited for more than one service, how many minutes was the longest wait?) Minutes

(b) Did you consider this wait much too long or too long or was it okay? ○ Much too long ○ Too long ○ Okay

(c) For what service, equipment, or other resource were you waiting?

(d) Did you have an appointment for the service for which you had your longest wait? ○ Yes ○ No

Job Search Assistance

3. Did you seek any assistance from staff with your job search from the Connecticut Works Center today or at any time in the past three months?

○ Yes (If Yes, answer (a), & (b), below) ○ No (If No skip to next page)

(a) Did you receive any assistance in your job search? ○ Yes ○ No (If No, skip to next page)

(1) How well do you think the staff understands your employment needs? (Fill in one)

○ Does not understand ○ Slightly understands ○ Somewhat understands ○ Moderately understands ○ Completely understands

(2) Overall, how helpful were staff in providing job search assistance? (Fill in one)

○ Not at all helpful ○ Slightly helpful ○ Somewhat helpful ○ Moderately helpful ○ Very helpful

(b) Please comment, or identify any services to help you find work that you would like to have available.

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Ct. Department of Labor
Performance Measurement Unit

4. Did you use the Resource Center/Library today or within the past three months?

○ Yes (If Yes, answer (a), (b), and (c) below) ○ No (If No, go to question 5)

(a) To what extent do you think we have the right resources/equipment you need for your job search?

○ None of the right resources	○ Some of the right resources	○ Many of the right resources	○ Most of the right resources	○ All of the right resources

(b) How useful were the resources/equipment?

○ Not at all useful	○ Slightly useful	○ Somewhat useful	○ Moderatel useful	○ Very useful

(c) What other resources/equipment would you like to have available for your job search?

Unemployment Insurance

5. Did you file fr Unemployment Insurance benefits today or within the past six months?

○ Yes (If Yes, answer (a), (b), and (c) below) ○ No (If No, go to question 6)

(a) How difficult do you feel the process has been for filing for unemployment benefits? (Fill in one)

○ Very difficult	○ Somewhat difficult	○ Neither difficult nor easy	○ Somewhat easy	○ Very easy

(b) How clear was the explanation about what you need to do to file for unemployment benefits? (Fill in one)

○ Not at all clear	○ Slightly clear	○ Somewhat clear	○ Moderately clear	○ Very clear

(c) How helpful were the staff in taking you through the filing process? (Fill in one)

○ Not at all helpful	○ Slightly helpful	○ Somewhat helpful	○ Moderately helpful	○ Very helpful

6. Did you come into the office today to resolve a problem with your unemployment check?

○ Yes (If Yes, answer (a), (b), and (c) below) ○ No (If No, go to question 7 on next page)

(a) What was the problem with your check? (Fill in one)

○ Did not receive check
○ Question on instructions received
○ Problem with check that was received
○ Other (Specify)

(b) How clearly did the staff explain why the problem occured? (Fill in one)

○ Not at all clear	○ Slightly clear	○ Somewhat clear	○ Moderately clear	○ Very clear

(c) How confident are you that we are taking the necessary steps to resolve the problem? (Fill in one)

○ Not at all confident	○ Slightly confident	○ Somewhat confident	○ Moderately confident	○ Very confident

Please comment or explain here.

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Performance Measurement Unit

Overall Satisfaction

7. Overall, how courteous was the staff during your visit to the office today? (Fill in one)

○ Not at all courteous ○ Slightly courteous ○ Somewhat courteous ○ Moderately courteous ○ Very courteous

8. Overall, how satisfied were you with the services you received in the office today? (Fill in one)

○ Not at all satisfied ○ Slightly satisfied ○ Somewhat satisfied ○ Moderately satisfied ○ Very satisfied

Comments or suggestions for improving services:

Please provide us with some additional information about yourself

(1) Gender: ○ Female ○ Male

(2) Age: (at last birthday)

(3) Race/Ethnic group: (Fill in one)

○ Caucasian
○ African-American
○ Hispanic
○ American Indian or Alaskan Native
○ Asian or Pacific Islander
○ Other

(4) Highest level of education: (Fill in one)

○ Less than high school diploma or GED
○ High school diploma or GED
○ 1 or 2 years education/training post high school
○ 3 or 4 years education/training post high school
○ Bachelor's Degree
○ 1 or more years post Bachelor's Degree

(5) Please fill in the circle which best describes your primary field of work: (Fill in one)

○ Managerial and Administrative
○ Professional, Paraprofessional, and Technical
○ Sales and Related fields
○ Clerical and Administrative Support
○ Service, e.g., cooking, child care, security guard, cosmetology
○ Agricultural, Forestry, Fishing, and Related
○ Production, Construction, Operating, Maintenance, and Material Handling
○ Other (Specify)

(6) Fill in the one circle that best describes your current employment status or unemployment status:

○ Working full-time
○ Working part-time
○ Unemployed with a return-to-work date
○ Unemployed with no return-to-work date

(7) Are you looking for full-time employment?

○ No
○ Yes (If Yes, answer (a) below)

(a) For how many weeks, including this week, have you been looking for work? weeks

(8) Are you a veteran of the U.S. Armed Forces or the spouse of a disabled or a deceased veteran whose disability (rated at 100%) or death was service-connected? ○ No ○ Yes

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Performance Measurement Unit

PLEASE DROP COMPLETED SURVEY IN SURVEY BOX.

THANK YOU!

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CUSTOMER SURVEY

Would you attend workshops specially designed for participants with limited work history, training and experience?

YES NO

Do you plan to attend the workshops we currently have available?

YES NO

What other types of workshops would you like to attend?

____

____

____

____

WORKSHOP EVALUATION

WORKSHOP LEADER ____________________ DATE ______________

☞ *Please check the workshop attended:*

☐ RESUME WRITING WORKSHOP
☐ INTERVIEWING TECHNIQUES
☐ REBUILDING AFTER JOB LOSS
☐ PLANNING FOR THE FUTURE
☐ JOB LEADS
☐ JIST CARD DEVELOPMENT/DIALING FOR DOLLARS
☐ MAINTAINING SELF-ESTEEM
☐ OTHER ____________

☞ *Please evaluate today's workshop:*

1. a) Was the workshop helpful to you? ☐ Yes ☐ No

   b) If yes, please comment on how it was helpful:
   ____
   ____
   ____

2. Was the information presented in a clear, understandable manner? ☐ Yes ☐ No

   Please comment : ____
   ____
   ____

3. Was the workshop: ☐ Too Long ☐ Too short ☐ Just right

   Please comment: ____
   ____
   ____

4. What would you add or delete from this workshop? ____________________
   ____
   ____
   ____

5. Other comments or recommendations: ____________________
   ____
   ____

Connecticut WORKS
OUR BUSINESS IS JOBS

Willimantic Office
1320 Main Street
18 Tyler Square
Willimantic, CT. 06226

This survey will help us evaluate how well our training has met your needs and expectations. Please **CIRCLE THE NUMBER** that best represents your opinion on each item.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The content will be useful in my job.	5	4	3	2	1
2. The content met stated objectives.	5	4	3	2	1
3. The material was effectively sequenced.	5	4	3	2	1
4. Presenter explained material clearly.	5	4	3	2	1
5. Presenter thoroughly knew material.	5	4	3	2	1
6. I would recommend it to others with my needs	5	4	3	2	1

7. Clarify any answers given above, if necessary. Indicated the item's number. ______________________
____
____
____

8. Did anything standout as particularly helpful? Please specify. ______________________________
____

9. Did anything standout as particularly unhelpful? Please specify ______________________________
____

10. Did anything standout as especially needing to be added/deleted/changed? Please specify. __________
____
____

11. Would you participate in further seminars dealing with employment issues? _______

12. I would participate in further seminar's on any of the following.

Interviewing Potential Employees ________ Americans with Disabilities Act ________
Wages and Workplace Standards ________ Affirmative Action/ Equal Opportunities ________
other ______________ suggestions for topics ______________________________

ATTACHMENT 8-K
CUSTOMER SATISFACTION RESULTS FROM TARRANT COUNTY (TEXAS) ONE-STOP CENTERS

TCWEC CUSTOMER SATISFACTION RESULTS

5 PILOT SITES / TARRANT COUNTY ONE-STOP CENTERS

TCWEC SURVEY QUESTIONS	STATE AVERAGE %	TARRANT COUNTY 1-STOP %
1. What was the purpose of your visit to the One-Stop Center today?		
File for UI benefits	12.0%	0.7%
Attend a seminar or workshop	11.6%	11.5%
Use resources such as library	10.8%	17.3%
Take a test	10.5%	0.7%
Other	10.2%	5.8%
Attend an orientation	10.0%	14.4%
Inquire about job training	9.9%	10.1%
Receive eligibility screening	9.8%	3.6%
Receive assistance finding a job	8.8%	18.0%
Receive information on services	6.3%	18.0%
TOTAL	100%	100.0%
2. The wait for service today was...		
Very Reasonable	67.0%	82.1%
Reasonable	25.0%	9.0%
Slightly Reasonable	3.0%	4.5%
Unreasonable	4.0%	0.0%
did not answer	1.0%	4.5%
TOTAL	100.0%	100.0%
3. Did you receive the information you were looking for today?		
Total number that received requested information	94.0%	83.6%
4. Did you receive the services you were looking for today?		
Total number that received requested services	85.0%	86.6%
5. How helpful was the One-Stop Center staff in answering your questions?		
Very Helpful	70.0%	64.2%
Helpful	26.0%	26.9%
Slightly Helpful	2.0%	4.5%
Not Helpful	2.0%	0.0%
did not answer	0.0%	4.5%
TOTAL	100.0%	100.0%
6. How well do you think the One-Stop Center staff understand you needs?		
Completely Understands	51.0%	40.3%
Understands	42.0%	44.8%
Slightly Understands	3.0%	1.0%
Does Not Understand	1.0%	1.5%
did not answer	3.0%	12.4%
TOTAL	100.0%	100.0%
7. How courteous was the One-Stop Center staff during your visit today?		
Very Courteous	75.0%	79.1%
Courteous	22.0%	16.4%
Slightly Courteous	1.0%	0.0%
Not Courteous	0.0%	0.0%
did not answer	2.0%	4.5%
TOTAL	100.0%	100.0%
8. How useful was the information or services you received today in helping you figure out what to do next?		
Very Useful	60.0%	50.7%
Useful	34.0%	34.3%
Slightly Useful	3.0%	7.5%
Not Useful	1.0%	1.5%
did not answer	2.0%	6.0%
TOTAL	100.0%	100.0%
9. Overall, how satisfied were you with the information or service(s) you received today?		
Very Satisfied	61.0%	52.2%
Satisfied	34.0%	34.3%
Slightly Satisfied	3.0%	7.5%
Not Satisfied	1.0%	1.5%
did not answer	1.0%	4.5%
TOTAL	100.0%	100.0%
10. Would you recommend the One-Stop Center to your friends and relatives?		
Yes	97.0%	92.5%

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ATTACHMENT 8-L
INDIANA CUSTOMER SATISFACTION SURVEYS FOR JOB-SEEKERS AND EMPLOYERS

CUSTOMER
Satisfaction
SURVEY

INDIANA
WORKFORCE
DEVELOPMENT

Within the last year, you had contact with a local office of the Department of Workforce Development. Your observations will help us improve the service we provide.

IMPORTANT: *Please use a dark pencil or black pen to mark your answers and fill the circles completely. Erase any answers you wish to change. If you had no experience with a particular item, skip to the next question. Thank you.*

About how many times have you had contact with the local office of the Department of Workforce Development in the last year?

○ Once ○ Twice ○ Three contacts ○ More than three

Thinking about your most recent contact, please indicate your purpose for the contact (mark all that apply).

- ○ To get help finding a job
- ○ Apply for Unemployment Insurance benefits
- ○ To obtain information about training programs
- ○ To obtain information about the labor market
- ○ Other ________________________

Based on your most recent contact, please rate the staff at the local office.

	Poor	**Below Average**	**Average**	**Above Average**	**Excellent**
Professionalism and knowledge	○	○	○	○	○
Courtesy and respect	○	○	○	○	○
Personal attention to my needs	○	○	○	○	○
Explanation of the process	○	○	○	○	○
Promptness in providing service	○	○	○	○	○

Please rate your overall impressions of the local office of the Department of Workforce Development.

	Poor	**Below Average**	**Average**	**Above Average**	**Excellent**
Overall appearance	○	○	○	○	○
Overall convenience	○	○	○	○	○
Overall efficiency of the office	○	○	○	○	○
Overall satisfaction with the office	○	○	○	○	○

-over-

Please use the space below to provide us with your comments and suggestions on how we can improve our services.

What did we do well?

What could we do better?

EMPLOYER Satisfaction SURVEY

INDIANA
WORKFORCE
DEVELOPMENT

Within the last year, you had contact with a local office of the Department of Workforce Development. Your observations will help us improve the service we provide.

IMPORTANT: *Please use a dark pencil or black pen to mark your answers and fill the circles completely. Erase any answers you wish to change. If you had no experience with a particular item, skip to the next question. Thank you.*

About how many times have you had contact with the local office of the Department of Workforce Development in the last year?

○ Once ○ Twice ○ Three contacts ○ More than three

Thinking about your most recent contact, please indicate your purpose for the contact (mark all that apply).

- ○ To fill a job vacancy
- ○ To challenge an Unemployment Insurance claim
- ○ To set up a training program
- ○ Obtain labor market information
- ○ To obtain information about Unemployment Insurance
- ○ Other ______________________

Based on your most recent contact, please rate the staff at the local office.

	Poor	Below Average	Average	Above Average	Excellent
Professionalism and knowledge	○	○	○	○	○
Courtesy and respect	○	○	○	○	○
Personal attention to my needs	○	○	○	○	○
Explanation of the process	○	○	○	○	○
Promptness in providing service	○	○	○	○	○

Please rate your overall impressions of the local office of the Department of Workforce Development.

	Poor	Below Average	Average	Above Average	Excellent
Overall appearance	○	○	○	○	○
Overall convenience	○	○	○	○	○
Overall efficiency of the office	○	○	○	○	○
Overall satisfaction with the office	○	○	○	○	○

-over-

Please use the space below to provide us with your comments and suggestions on how we can improve our services.

What did we do well?

____

____

____

____

What could we do better?

____

____

____

____

CHAPTER 9 RESOURCES

EXAMPLES OF PROVIDING A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF INDIVIDUAL CUSTOMERS

Attachment 9-A. "*FutureWorks* Job Seeker Flowchart" Depicting Job-Seeker Services Available at the *FutureWorks* Career Center in Springfield, Massachusetts. 9-A-1

Attachment 9-B. "Participant Activity Sequence" — Flowchart Identifying Service Options for Individual Customers in Tarrant County, Texas. 9-B-1

Attachment 9-C. "Workforce Development Center Customers Options"—Chart Identifying Services Available to Individual Customers of the Waukesha Workforce Development Center in Pewaukee, Wisconsin. 9-C-1

Attachment 9-D. "Customer Services"—Descriptions of Individual Services provided through the Baltimore One-Stop Network in Baltimore, Maryland. 9-D-1

Attachment 9-E. "Welcome to the Minnesota Workforce Center"—Description of Services Available Free-of-Charge to Customers of the Anoka County Workforce Development Center in Minnesota. 9-E-1

Attachment 9-F. "Welcome to Gulf Coast Careers"—Informational Materials Describing the Services Available to Customers of the One-Stop Center in Lake Jackson, Texas. 9-F-1

EXAMPLES OF MAKING SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS

Attachment 9-G. "The Art and Science of Finding a Job"—The State of Indiana's Self-Access Job-Search Training Manual.. 9-G-1

Attachment 9-H. "CareerNet User Guide"—The Self-Access Training Manual to the CareerNet System in Maryland. 9-H-1

Attachment 9-I. "The Future is Yours"—*FutureWorks*' Career Center's "Job Search Tip" Flyers.................................... 9-I-1

Attachment 9-J. "Iowa PCLMI System"—Description of Contents of Iowa's PC-based Automated Labor Market Information System. 9-J-1

Attachment 9-K. "Creative Job Search Shines Among Thousands of Job-related Web Sites"—Review Article Describing Minnesota's On-Line Job-Search Training Resources... 9-K-1

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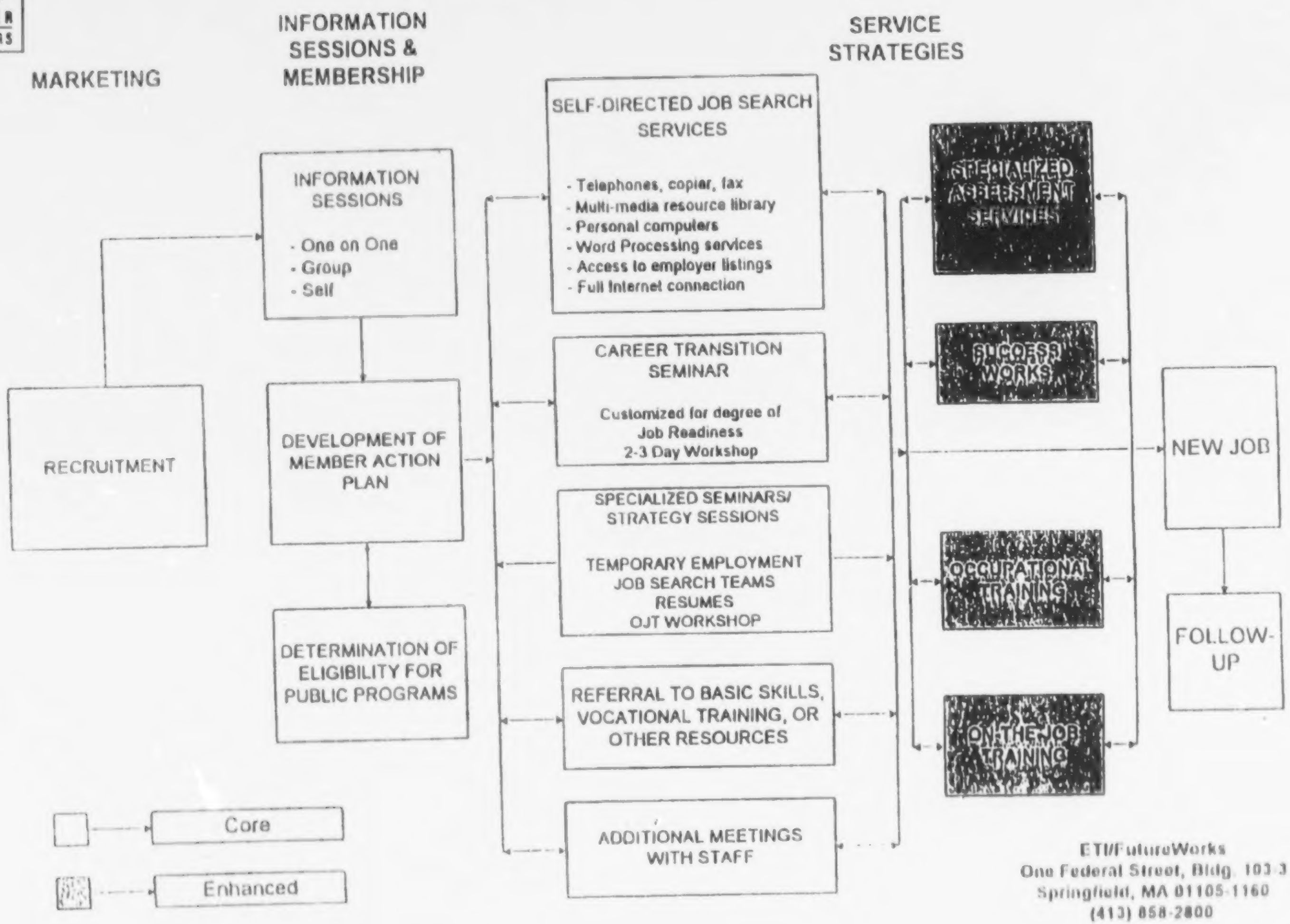
"*FUTUREWORKS* JOB SEEKER FLOWCHART" DEPICTING JOB-SEEKER SERVICES AVAILABLE AT THE *FUTUREWORKS* CAREER CENTER IN SPRINGFIELD, MASSACHUSETTS

CAREER
CENTERS

FUTUREWORKS
JOB SEEKER FLOW CHART



MARKETING

INFORMATION SESSIONS & MEMBERSHIP

SERVICE STRATEGIES

RECRUITMENT

INFORMATION SESSIONS
- One on One
- Group
- Self

DEVELOPMENT OF MEMBER ACTION PLAN

DETERMINATION OF ELIGIBILITY FOR PUBLIC PROGRAMS

SELF-DIRECTED JOB SEARCH SERVICES
- Telephones, copier, fax
- Multi-media resource library
- Personal computers
- Word Processing services
- Access to employer listings
- Full Internet connection

CAREER TRANSITION SEMINAR

Customized for degree of Job Readiness
2-3 Day Workshop

SPECIALIZED SEMINARS/ STRATEGY SESSIONS

TEMPORARY EMPLOYMENT
JOB SEARCH TEAMS
RESUMES
OJT WORKSHOP

REFERRAL TO BASIC SKILLS, VOCATIONAL TRAINING, OR OTHER RESOURCES

ADDITIONAL MEETINGS WITH STAFF

SPECIALIZED ASSESSMENT SERVICES

SUCCESS WORKS

OCCUPATIONAL TRAINING

ON-THE-JOB TRAINING

NEW JOB

FOLLOW-UP

☐ Core

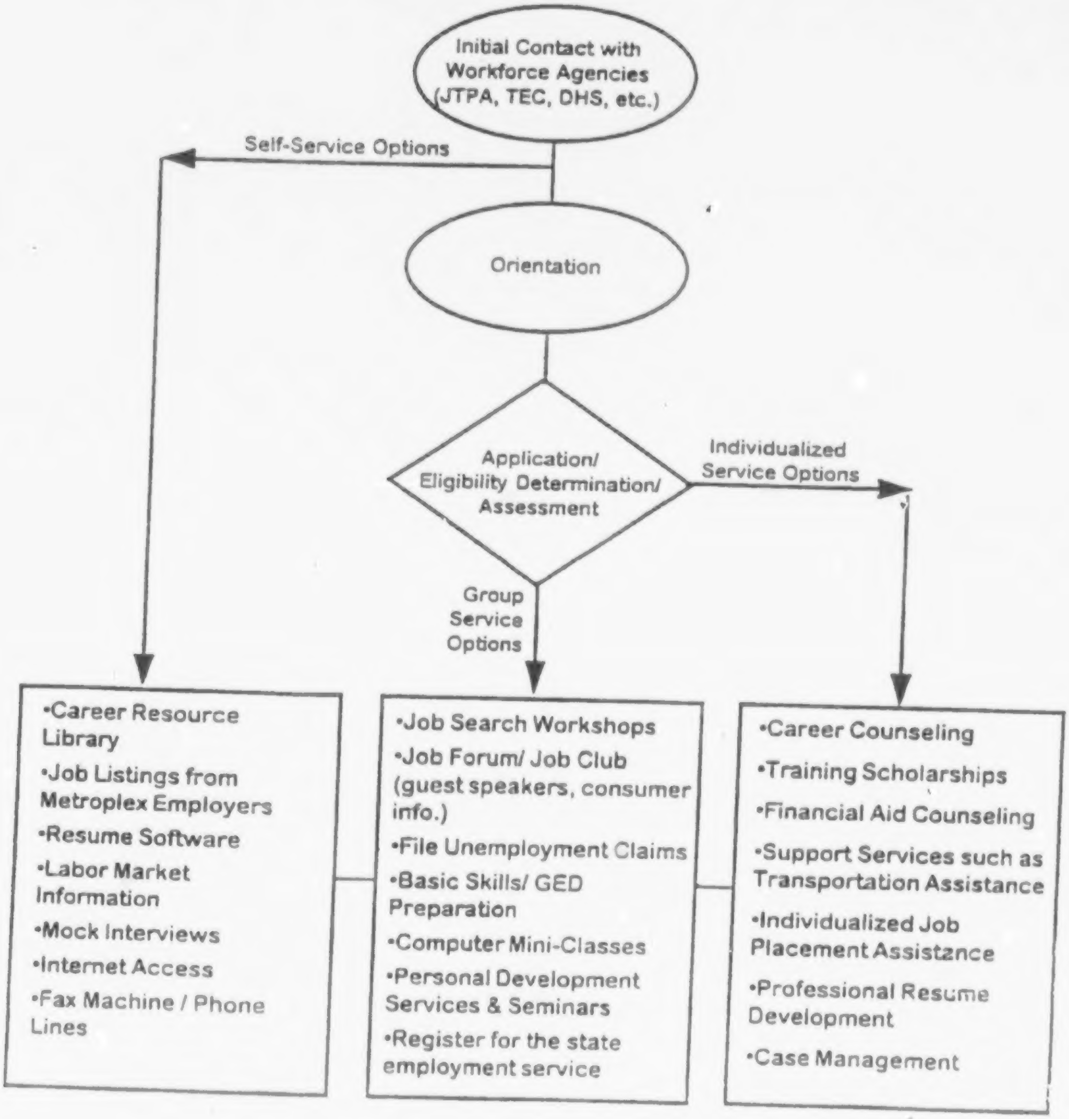
▨ Enhanced

ETI/FutureWorks
One Federal Street, Bldg. 103-3
Springfield, MA 01105-1160
(413) 858-2800

ATTACHMENT 9-B
"PARTICIPANT ACTIVITY SEQUENCE" —FLOWCHART IDENTIFYING SERVICE OPTIONS FOR INDIVIDUAL CUSTOMERS IN TARRANT COUNTY, TEXAS

Participant Activity Sequence
Customer Service Options

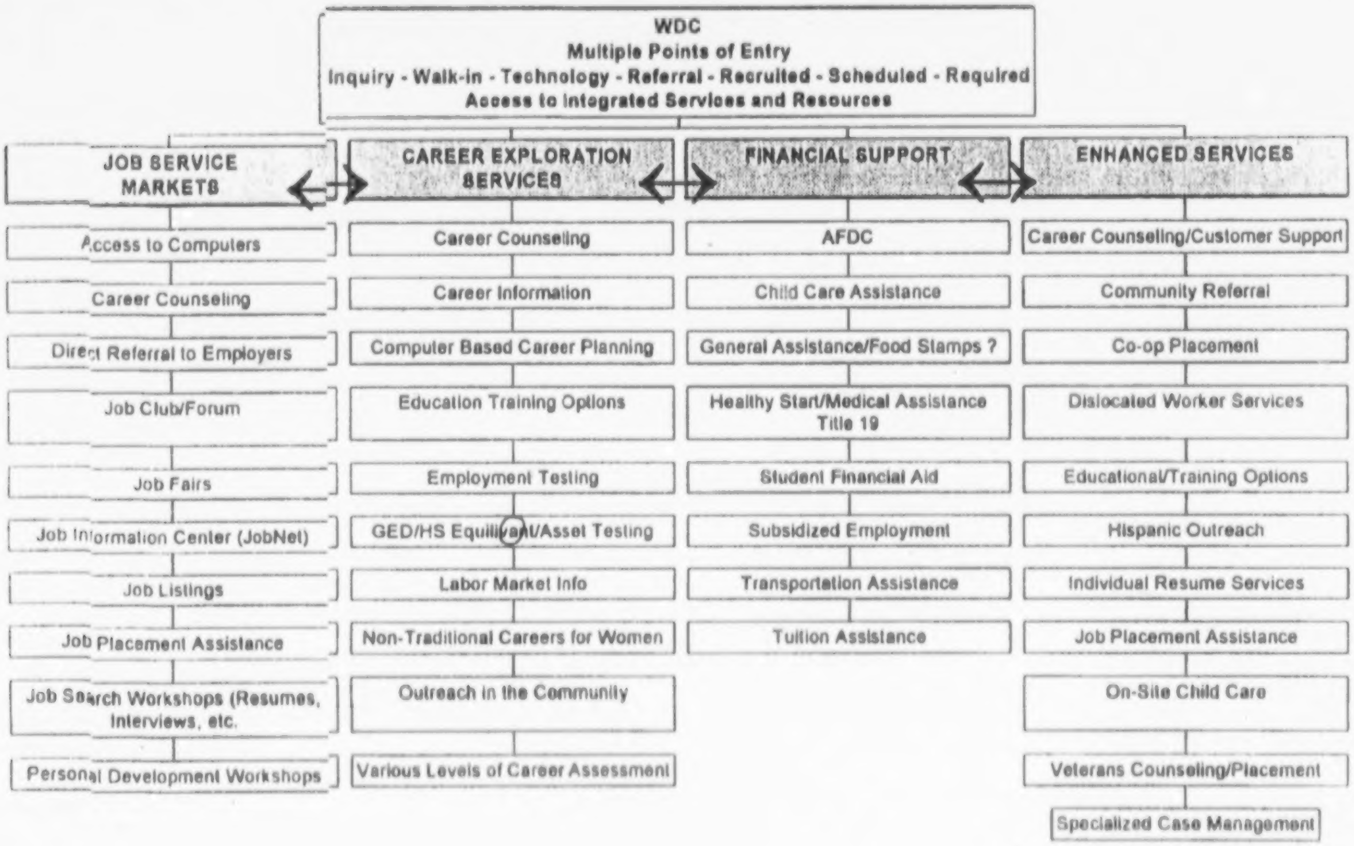
TARRANT COUNTY
EMPLOYMENT
NETWORK



Initial Contact with Workforce Agencies (JTPA, TEC, DHS, etc.)
Self-Service Options
Orientation
Application/ Eligibility Determination/ Assessment
Individualized Service Options
Group Service Options
•Career Resource Library
•Job Listings from Metroplex Employers
•Resume Software
•Labor Market Information
•Mock Interviews
•Internet Access
•Fax Machine / Phone Lines
•Job Search Workshops
•Job Forum/ Job Club (guest speakers, consumer info.)
•File Unemployment Claims
•Basic Skills/ GED Preparation
•Computer Mini-Classes
•Personal Development Services & Seminars
•Register for the state employment service
•Career Counseling
•Training Scholarships
•Financial Aid Counseling
•Support Services such as Transportation Assistance
•Individualized Job Placement Assistance
•Professional Resume Development
•Case Management

ATTACHMENT 9-C
"WORKFORCE DEVELOPMENT CENTER CUSTOMERS OPTIONS"—CHART IDENTIFYING SERVICES AVAILABLE TO INDIVIDUAL CUSTOMERS OF THE WAUKESHA WORKFORCE DEVELOPMENT CENTER IN PEWAUKEE, WISCONSIN

WORKFORCE DEVELOPMENT CENTER - CUSTOMER OPTIONS



WDC
Multiple Points of Entry
Inquiry - Walk-in - Technology - Referral - Recruited - Scheduled - Required
Access to Integrated Services and Resources

JOB SERVICE MARKETS

- Access to Computers
- Career Counseling
- Direct Referral to Employers
- Job Club/Forum
- Job Fairs
- Job Information Center (JobNet)
- Job Listings
- Job Placement Assistance
- Job Search Workshops (Resumes, Interviews, etc.
- Personal Development Workshops

CAREER EXPLORATION SERVICES

- Career Counseling
- Career Information
- Computer Based Career Planning
- Education Training Options
- Employment Testing
- GED/HS Equilivant/Asset Testing
- Labor Market Info
- Non-Traditional Careers for Women
- Outreach in the Community
- Various Levels of Career Assessment

FINANCIAL SUPPORT

- AFDC
- Child Care Assistance
- General Assistance/Food Stamps ?
- Healthy Start/Medical Assistance Title 19
- Student Financial Aid
- Subsidized Employment
- Transportation Assistance
- Tuition Assistance

ENHANCED SERVICES

- Career Counseling/Customer Support
- Community Referral
- Co-op Placement
- Dislocated Worker Services
- Educational/Training Options
- Hispanic Outreach
- Individual Resume Services
- Job Placement Assistance
- On-Site Child Care
- Veterans Counseling/Placement
- Specialized Case Management

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ATTACHMENT 9-D "CUSTOMER SERVICES"—DESCRIPTIONS OF INDIVIDUAL SERVICES PROVIDED THROUGH THE BALTIMORE ONE-STOP NETWORK IN BALTIMORE, MARYLAND

CUSTOMER SERVICES

JOB CLUB

Eastside Career Center
3001 E. Madison Street
Baltimore, Maryland 21205
(410) 396-9030

Baltimore Works
2701 W, Patapsco Avenue
Suite 110
Baltimore, Maryland 21230
(410) 247-8040

Baltimore Urban League
Career Center
1114 Mondawmin
Concourse
Baltimore, Maryland 21215
(410) 523-1060

""ONE STOP
FOR
YOUR EMPLOYMENT NEEDS""

LEARN PROVEN STRATEGIES FOR EFFECTIVE JOB SEARCH

UTILIZE STATE OF THE ART TECHNOLOGY

NETWORK WITH OTHER JOB SEEKERS

DESIGNED TO:

- Provide peer support as well as network for the Job Seeker to share information with one another on prospective job openings.
- Provide the job bank system and from professional Account Executives.
- Utilize on-site resources to type cover letters, phones, or update resumes.

FOR ADDITIONAL INFORMATION ON THE JOB CLUB, PLEASE CONTACT THE BALTIMORE CAREER CENTER CLOSEST TO YOU.

Baltimore Career Center Network

CUSTOMER SERVICES

EXCEL (GED)

Eastside Career Center
3001 E. Madison Street
Baltimore, Maryland 21205
(410) 396-9030

Baltimore Works
2701 W, Patapsco Avenue
Suite 110
Baltimore, Maryland 21230
(410) 247-8040

Baltimore Urban League
Career Center
1114 Mondawmin
Concourse
Baltimore, Maryland 21215
(410) 523-1060

""ONE STOP
FOR
YOUR EMPLOYMENT NEEDS""

ACCOMPLISH DREAMS BY ACQUIRING A GED

LEARN COMPUTER LITERACY

LEARN AT YOUR PACE

LEARNING WILL BE SO ENJOYABLE

DESIGNED TO:

- **Prepare you for the formal GED Examination through self-paced classroom and computer assisted instructions.**
- **Provide you with customized instructions and texts on the five subject areas to successfully pass the GED Examination.**
- **Build self-confidence, computer skills and essential test taking skills.**
- **Provide assistance and directions to help you decide your future whether it is furthering your education or job preparation attainment.**

FOR ADDITIONAL INFORMATION ABOUT HE EXCEL (GED), PLEASE CONTACT THE BALTIMORE CAREER CENTER CLOSEST TO YOU.

Baltimore Career Center Network

CUSTOMER SERVICES

CareerNet

Eastside Career Center
3001 E. Madison Street
Baltimore, Maryland 21205
(410) 396-9030

Baltimore Works
2701 W. Patapsco Avenue
Suite 110
Baltimore, Maryland 21230
(410) 247-8040

Baltimore Urban League
Career Center
1114 Mondawmin
Concourse
Baltimore, Maryland 21215
(410) 523-1060

"ONE STOP
FOR
YOUR EMPLOYMENT NEEDS"

JOBS:
BALTIMORE, MARYLAND, NATIONWIDE

CAREER EXPLORATION

LABOR MARKET INFORMATION

EDUCATIONAL
OPPORTUNITIES

DESIGNED TO:

- Register you with the Job Bank.
- Assist you in deciding what jobs you are best suited.
- Provide information on the number of jobs available, salary range, experience needed.
- List career schools, colleges and universities.

"One Stop For Your Employment Needs"

[illegible]

CUSTOMER SERVICES

CAREER MANAGEMENT ACCOUNTS

Eastside Career Center
3001 E. Madison Street
Baltimore, Maryland 21205
(410) 396-9030

Baltimore Works
2701 W, Patapsco Avenue
Suite 110
Baltimore, Maryland 21230
(410) 247-8040

Baltimore Urban League
Career Center
1114 Mondawmin
Concourse
Baltimore, Maryland 21215
(410) 523-1060

"ONE STOP
FOR
YOUR EMPLOYMENT NEEDS"

DESIGN YOUR OWN CAREER PATH

ATTEND COLLEGE OR CAREER SCHOOL!

SKILLS ENHANCEMNENTS

SELECT THE TRAINING OF YOUR CHOICE

DESIGNED TO:

- **Write your own plan to a career or job.**
- **Allow you to obtain certification or enhance your skills.**
- **Assist you to determine what school, training program, or job you may be best suited for.**

PRE-REQUISITE: **Eligibility will be determined**

FOR ADDITIONAL INFORMATION ON THE CAREER MANAGEMENT ACCOUNTS, PLEASE CONTACT THE BALTIMORE CAREER CENTER CLOSEST TO YOU.

[illegible]

ATTACHMENT 9-E

"WELCOME TO THE MINNESOTA WORKFORCE CENTER"—DESCRIPTION OF SERVICES AVAILABLE FREE-OF-CHARGE TO CUSTOMERS OF THE ANOKA COUNTY WORKFORCE DEVELOPMENT CENTER IN MINNESOTA

Job Search Modular Workshops

Module 1	**Creative Job Search Basic Workshop** ***(Tuesday 8:30 - 1:00):*** A basic overview of the transition and grief process, attitude, and budget worksheet. Module 1 is strongly recommended as a prerequisite to the other modules. You will identify skills, tips on how managers hire, networking concepts, how to do a labor market survey, and informational interviewing.
Module 2	**Skills . . . Applying Your Skills to the Job Search** ***(Tuesday 1:30 - 3:00):*** Applying the "Prove It" principle as well as applying skills and accomplishments to the interview process starting with "Why Don't You Tell Me About Yourself".
Module 3-A	**Written Credentials - The Process** ***(Wednesday 9:00 - 12:00):*** Different styles of cover and follow up letters will be discussed with forms used to produce a rough draft. How employers select resumes, styles and formats will be discussed. Resumes will be developed for typing or scheduled for extended assistance. Must attend Module 3-A before attending Module 3-B.
Module 3-B	**Written Credentials - The Practice** ***(Wednesday 12:45 - 2:45):*** After attending 3-A, you will write your rough draft of your resume with assistance of staff members.
Module 3-C	**Applications/References** ***(Wednesday 3:00 - 4:00):*** Match your experience, skills, and accomplishments to the application form. You may need a list of references...what will the prospective employer ask them? What can your past employer say about you?
Module 4-A	**Interviewing - The Process** ***(Thursday 9:00 - 12:00):*** Start with a short practice interview. Interviewing from handshake to close, questions to ask, a short practice interview, key interview questions, and legal-rights. Must attend Module 4-A before attending Module 4-B.
Module 4-B	**Interviewing - The Practice Session** ***(Thursday 12:45 - 2:00):*** After attending Module 8, ten slots for five minute videotaped interviews will be available. A short critique will follow. Later, an in-depth, private videotaped interview can be arranged. Must attend Module 4-A before attending Module 4-B.
Module 5	**The Hidden Job Market** ***(Friday 9:00 - 12:00):*** How people get jobs, networking, responding to ads, and contact with public and private agencies.
Module 6	**Telephones: Using the Telephone to Tap into the Hidden Job Market** ***(Friday 12:45 - 2:15):*** Learn how to use the telephone to double your job search results. Write a script, make a list of companies to call, and actually make calls during class.
Module 7	**The Next Step - What Other Resources are Available?** ***(Tuesday 1:30 - 4:00 Suite 235):*** A tour of the facilities, computers, reference books, and Job Club.
Module 8	**Resume and Cover Critique** ***(Thursday 2:15 - 3:45) {NOT OFFERED WEEKLY}:*** Instructor helps critique and put final touches on resumes and cover letters.
Module 9	**Special Activities** ***(Thursday 2:15 - 3:00) {SCHEDULED MONTHLY}:*** Speakers will be invited from local companies to provide "their side" of the hiring process. This activity will allow participants to explore various hiring techniques used by individuals within their human resource departments.

WORKFORCE
CENTER

TO REGISTER CALL (612) 783-4862

MINNESOTA WORKFORCE CENTER - ANOKA COUNTY (612) 783-4800
1201 - 89th Avenue NE, Suite 230, Room A, Blaine, MN 55434

H:\CLERICAL\RESUME\DESERVE.IT

Welcome to the Minnesota Workforce Center - Anoka County

The Workforce Center is made up of:

- ❖ The Minnesota Department of Economic Security's:
  Job Service/Reemployment Insurance and Rehabilitation Services
- ❖ The Anoka County Job Training Center

THE FOLLOWING SERVICES ARE AVAILABLE
TO EVERYONE AT NO FEE . . .
PLEASE CHECK THE SERVICES YOU MAY BE INTERESTED IN.

____ **INTAKE**:

- ◇ Register for services
- ◇ Register for Job Service
- ◇ Orientation to the Workforce Center
- ◇ Reemployment questions answered

____ **JOB LEADS**:

- ◇ Computerized job listings
- ◇ Job postings for area employers
- ◇ Computer scanned resumes for job matching

____ **JOB SEARCH RESOURCES**:

- ◇ Job clubs and support groups
- ◇ Newspapers and magazines
- ◇ Typewriter
- ◇ Reference manuals

____ **TELEPHONE CENTER**:

- ◇ Job hotlines
- ◇ Telephones for you to use during business hours
- ◇ Message phone center

____ **PERSONAL COMPUTER LAB**:

- ◇ Create great resumes and cover letters
- ◇ Practice your keyboarding skills
- ◇ Research career and labor market information

____ **CAREER RESOURCE LIBRARY**:

- ◇ Books and videos on jobs and occupations available
- ◇ Catalogs and brochures on training programs
- ◇ Financial aid assistance

____ **JOB SEEKING WORKSHOPS**:

- ◇ Figure out what your skills are and how to sell them to employers
- ◇ Develop winning resumes and cover letters
- ◇ Learn interviewing techniques

____ **CAREER EXPLORATION WORKSHOPS**:

- ◇ In a group setting, review your work-related aptitudes, interests, values, and skills to help you look in new career directions.

____ **REFERRALS**:

- ◇ You may be eligible for specialized services.
- ◇ Target populations are listed on the reverse side of this handout.

[illegible]

ATTACHMENT 9-F
"WELCOME TO GULF COAST CAREERS"—INFORMATIONAL MATERIALS DESCRIBING THE SERVICES AVAILABLE TO CUSTOMERS OF THE ONE-STOP CENTER IN LAKE JACKSON, TEXAS

Self-serve
Employment
and
Job Training
Services
Checklist

☑

It's your choice!

491 This Way
Lake Jackson, TX 77566
409 297-6400

Welcome to Gulf Coast Careers

A new concept in employment services!

We help meet your employment and job training needs
in today's rapidly changing labor market.

If we can help-just show us how.

☐ **Services Information**
You can watch a self-directed computer-based presentation of available services.

☐ **Job Express**
You can review the electronic job bank for local, statewide, and national positions.

☐ **Resume Service**
You can use a computer to write your resume or cover letter.

☐ **Resource Library**
You can use directories to learn about companies, education, and training.

☐ **Copier and Fax Service**
You can use our copier and fax free of charge.

☐ **Teleserv**
You can file your continuing unemployment insurance claim by phone.

☐ **Texas Cares**
You can use a computer based career assessment and planning program to learn about careers and job requirements.

1-F-6

9-F-2

Assisted
Employment
and
Job Training
Services
Checklist

☑

Please
let us know
which services
you find helpful!

491 This Way
Lake Jackson TX 77566
409 297-6400

Welcome to Gulf Coast Careers

A new concept in employment services!

We help meet your employment and job training needs in today's rapidly changing labor market.

☐ **Job Search Seminar**
We can show you in our weekly seminars how to get job interviews and job offers. Ask for a schedule.

☐ **Job Referrals**
We can refer you to job openings that match your skills and experience.

☐ **Career Planning**
We can help you choose employment and training goals.

☐ **Unemployment Insurance**
We can help you file your initial unemployment insurance claim.

☐ **Labor Market Information**
We can provide you with local and regional labor market information

☐ **Supportive Services**
We can refer you to supportive services available in your own community such as child care and financial aid.

☐ **Special Services**
We can also provide special services such as:

On-the-job training
Vocational training
GED, ABE, and ESL classes
Career assessment
Job search skills training

☐ **Comments**
We want to know how we can help meet your employment and training needs.

____
____
____
____
____

Personalized
Employment
and
Job Training
Services
Checklist

☑

It's your choice!

491 This Way
Lake Jackson, TX 77566
409 297-6400

Welcome to Gulf Coast Careers

A new concept in employment services!

We help meet your employment and job training needs
in today's rapidly changing labor market.

If we can help-just show us how.

☐ **Job Search Seminar**
We can show you in our weekly seminars how to get job interviews and job offers. Ask for a schedule.

☐ **Job Referrals**
We can refer you to job openings that match your skills and experience.

☐ **Career Planning**
We can help you choose employment and training goals.

☐ **Unemployment Insurance**
We can help you file your initial unemployment insurance claim.

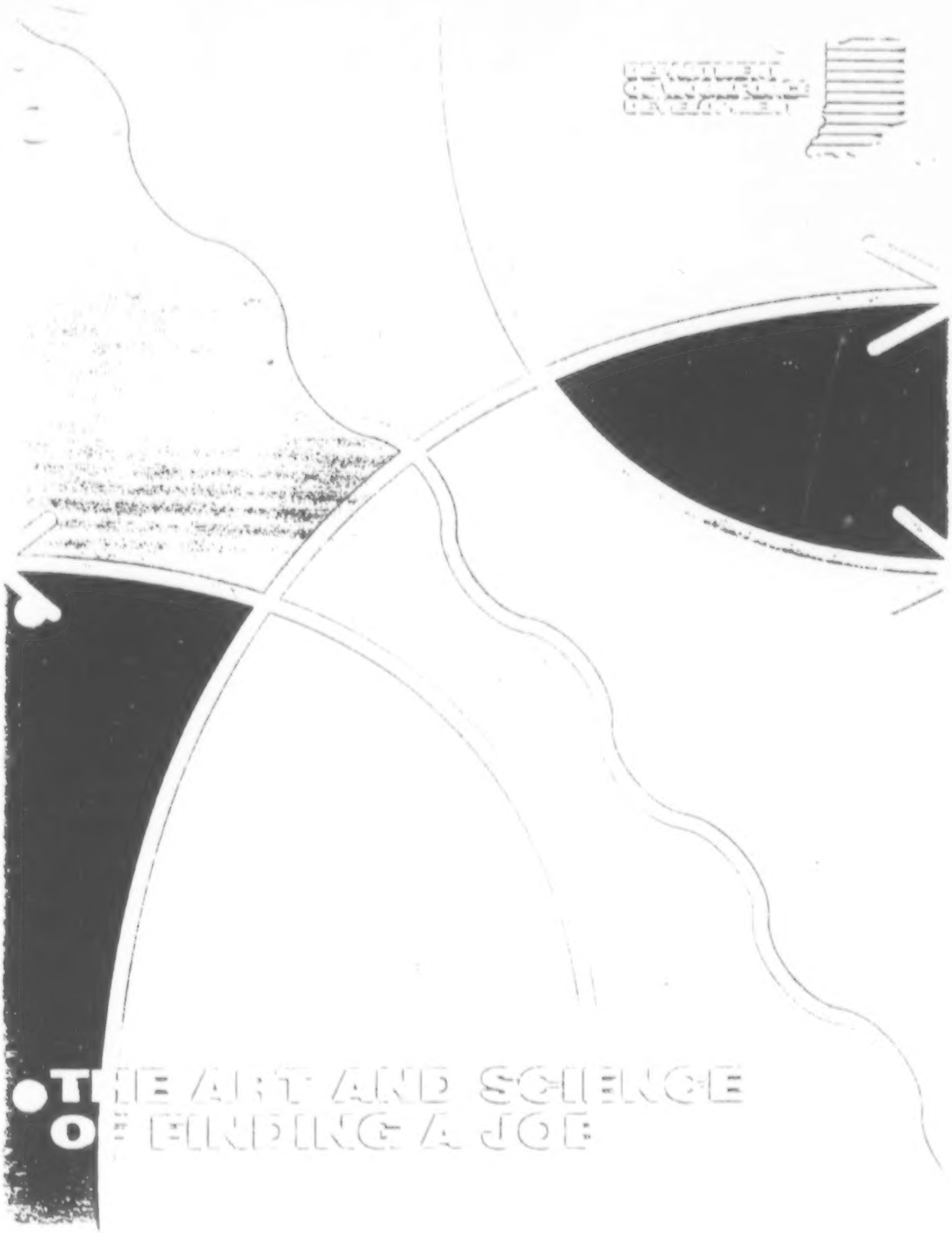
☐ **Labor Market Information**
We can provide you with local and regional labor market information.

☐ **Supportive Services**
We can refer you to supportive services available in your community such as child care and financial aid.

☐ **Special Services**
We can also provide special services such as:

On-the-job training
Vocational training
GED, ABE, and ESL classes
Career assessment
Job search skills training

ATTACHMENT 9-G
"THE ART AND SCIENCE OF FINDING A JOB"—THE STATE OF INDIANA'S SELF-ACCESS JOB-SEARCH TRAINING MANUAL



THE ART AND SCIENCE OF FINDING A JOB

9-G-1

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- Planning your time.
- Skills Inventory Worksheet.
- Characteristics Worksheet.

Section 2 *Figure Out Where To Look* 4-7

- Identify potential employers.
- Careers to Consider Worksheet.
- Resources at your fingertips.
- The "hidden" job market.

Section 3 *Prepare Your Basic Tools* 8-11

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- Cover letters/letters of application.
- References Worksheet.

Section 4 *Put Your Tools Into Action* 12-13

- How to make the approach.
- Applications.
- Networking.
- Contact List Worksheet.

Section 5 *Present Your Strengths* 14-15

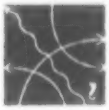
- How to know what to say.
- Interview Checklist Worksheet.
- The secret to impressing an interviewer.

Section 6 *Follow Through for Success* 16-17

- Thank you notes.
- How to accept the job.
- Post Interview Worksheet.

Section 7 *Getting Ahead* 18-19

- Seek additional training to prepare for future jobs.
- Resources at hand.



ATTACHMENT 9-H
"CAREERNET USER GUIDE"—THE SELF-ACCESS TRAINING MANUAL TO THE CAREERNET SYSTEM IN MARYLAND

DRAFT

9-H-1

Baltimore Career Center Network

Baltimore Urban League Career Center

The Baltimore Urban League is a non-profit, non-partisan community service organization dedicated to the principles of "Equal Opportunity for All." Since 1924 the League has provided vital services in the areas of employment, education, health, welfare and housing.

The Baltimore Urban League is one of 113 affiliates of the National Urban League, Inc. As an integral part of the Urban League Movement, the Agency endeavors to provide effective and timely programs to remove barriers which are faced daily by African-Americans and other minorities.

Meldon Hollis, Chair

Roger I. Lyons, President/CEO

Developed By
Lynn M. Reed

CareerNet User Guide

Baltimore Career Center Network

Baltimore Urban League Career Center

Ophelia Jones, Director
(410) 523-1060

May 1996

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TABLE OF CONTENTS

WELCOME TO CAREERNET

SIGNING ON TO CAREERNET

CAREERNET MAIN MENU

    JOB FINDER

    VISIONS/CAREER EXPLORATION

To the CareerNet User . . .

Welcome to CareerNet!!!

The following is a user friendly guide that will allow you to use CareerNet more effectively while conducting your job search or while making your career plans.

CareerNet is designed for the first-time computer user, as well as the computer aficionado. As such, take your time, relax and have a successful job search.

Quick Tip: CareerNet is a touch screen system, which makes it more comfortable for the first-time computer user. Additionally, to assist you even further, at certain points during your session you will hear a voice or audio prompt telling you how to proceed. Please remember that there is always a staff person present to assist you if you need it.

You are now ready to begin . . .

When you sit down in front of your terminal, you will see a rotating screen. Touch this screen to begin.

The first screen you will see after the rotating screen is the CareerNet Logo Screen. The voice prompt for this screen will offer you three options:

1. Sign onto CareerNet
2. A message from the Governor
3. How to Use the Program

As a first time user, you may want to listen to the Message from the Governor, and subsequently, How to Use the Program before actually signing onto CareerNet. These steps are recommended so that you will feel more comfortable conducting your session.

You are now ready to Sign onto CareerNet.

To Sign onto CareerNet:

Touch the screen where it says, Sign onto CareerNet. At this point, the voice prompt will then welcome you to CareerNet, and tell you that it needs some specific information about you.

NOTE: If you have used the system before, you will be given the opportunity to make any changes to the personal information that you previously put into the system.

The voice prompt will ask you to . . .

Enter your social security number.

9-II-3

Enter your social security number without any dashes and press ENTER.

At the next screen, the voice prompt will ask you to . . .

Enter your personal identification number/PIN.

Enter any four letters and/or digits and press ENTER.

At the next screen, the voice prompt will ask you to . . .

Enter the personal identification number/PIN you selected again, for confirmation.

Enter the same PIN again and press ENTER.

At the next screen, the voice prompt will ask you to . . .

Enter your first name.

Enter your first name and press ENTER.

The next several screens will ask you to proceed in the same manner, instructing you to enter your last name, address, city, state, zip code, and telephone number.

Proceed as directed by entering the information asked, and press ENTER after each entry.

Quick Tip: As you are entering your personal information, category by category, it is being displayed in the upper left-hand corner of your screen. Please note that in the bottom right-hand corner of your screen, there is a box that says BACK, at any time during this portion of your session you may touch this box and go back to the previous screen(s) to change any information that you have already entered.

After you have entered all of your personal information, through your telephone number, the voice prompt will ask you to . . .

Touch the screen to enter the month and date of your birth, and to subsequently touch the up and down arrows to choose your birth year.

Proceed with these steps and when you have finished, touch DONE on the screen.

NOTE: This last step may have been a little tricky. Always remember that you will have the opportunity to go back and make changes.

At the next screen, the voice prompt will ask you to . . .

9-II-4

Indicate your ethnic group.

Touch your ethnic group.

NOTE: Please remember, this is an option. If you do not want to provide this information, touch the box that says, "I'd rather not say."

At the next screen, the voice prompt will ask you to . . .

Indicate your sex, male or female.

Touch your sex, male or female.

NOTE: Again, this is an option. If you do not want to provide this information, touch the box that says, "I'd rather not say."

The next several screens will ask you specific information related to your educational background. Proceed through each screen touching the choices that best fit you.

After you have entered all of your educational information, the next screen will display all of the information that you have provided and/or selected. If necessary, touch any item that you would like to change. You will automatically be returned to that screen to make the change. If you are satisfied that all of your information is correct, touch Forward.

Congratulations, you are now signed onto CareerNet!!!

After you have signed onto CareerNet, the next screen you will see is the CareerNet Main Menu. This screen will give you four options to take advantage of during your job, education and/or training searches.

1. Job Finder
2. Visions/Career Exploration
3. Labor Market Information
4. Special Services

NOTE: At any time you can select the How to Use the Program option, if you have any questions about how to proceed.

JOB FINDER

The Job Finder Main Menu gives you three options:

1. Register for the Job Bank

The Job Bank is a self-registration procedure that allows you to give detailed

---

information about the types of jobs you can do. Registering for the Job Bank also allows you to be referred to a potential job lead.

2. How to Job Seek

This option gives a quick summary of job seeking tips.

3. ALEX (Automated Job Search)

ALEX allows you to look for job openings by type, as well as location.

Registering for the Job Bank/Employ Baltimore:

NOTE: The registration process for the Job Bank does not include a voice or audio prompt, and is not a touch screen once you reach the actual registration page. Simply read and follow the directions, and enter the information asked.

You are ready to begin the self-registration process.

Touch the screen where it says **Register**. You will now see a screen that says **State of Maryland - Job Service.**

Quick Tip:

On your keyboard you will see three (3) stars, a blue star, a silver star, and a gold star. Using these stars, you will be able to proceed with ease through your self-registration.

1. The gold star is located on the right bottom Control Key - "Ctrl." This is the action or enter key that you will use during your self-registration.
2. The blue star is located on the top left Tab key. This key will assist you in moving your cursor around the screen.
3. The silver star is located on the left bottom Control Key - "Ctrl." This is the key that will unlock the keyboard when the hour glass or stick man appears at the bottom of the screen.

Similar to signing onto CareerNet, the Job Bank will ask you to enter specific personal information about yourself. Additionally, you will be asked to enter information about the jobs you have previously held, as well as duties you performed while employed. Once you have done this, the Job Bank will give you a Job Title and a Job Code. i.e., -

Job Title	Job Code
Manager, Customer Service	166167056

Be sure to write this information down, as you will need it to assist you in your job search.

Once you have completed your self-registration, you are ready to begin your job search.

NOTE: You will automatically be put back into the CareerNet Job Finder Menu.

Before you begin your ALEX (Automated Job Search), you may want to review the How to Job Seek program - option # 2 of the Job Finder Menu. This section is an excellent tool for individuals that have been out of the job market for some time.

At this point in your session, the video/audio prompt will begin again, as well as the touch screen capability.

The voice prompt will ask you to . . .

Touch the screen where it says How to Job Seek, to hear quick tips on job seeking skills.

After you have completed this portion of your session . . .

Touch Restart Job Finder

To begin your job search, the voice prompt will ask you to . . .

Touch ALEX (Automated Job Search)

NOTE: Have the job title(s) and job code(s) handy that were give to you as a part of your Job Bank self-registration.

When you have reached the CareerNet Job Search Menu, you will be given five (5) options:

1. Search by Job Type
2. Search by Military Occupation Code
3. Search by Job Code
4. Search for Federal Job Opportunities
5. Local Search

The voice prompt will give you a brief description of each.

To Search by Job Type:

Touch the screen where it says Search by Job Type

The voice prompt will ask you to . . .

Select a general category describing the type of job you are interested in.

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Proceed with this step by touching you choice.

The voice prompt will give you a brief explanation of the category you have selected, and then ask you . . .

Is this the type of work that you are interested in?

To proceed with this section touch Yes or No.

The voice prompt will ask you to . . .

Choose a more specific type of work.

Proceed through this session following the directions of the voice prompt, using the touch screen capability.

If you locate a job that interests you . . .

Touch the screen to get more details about that job.

If you are interested even further, you can print the screen.

Touch the screen where it says Print.

You will receive a print out that look s like this:

(INSERT)

Review your printout to make sure this is what you have selected. If the answer is yes, take your Job Order to the CareerNet Resource Specialist. This person will assist you in your job referral process.

Congratulations, you have completed your first job search!!!

To Search by Military Job Code:

To Search by Job Code:

When searching for employment by Job Code, the voice prompt will ask you to . . .

Touch the number buttons on the screen to enter the nine (9) digit job code for the type of job you are interested in.

Proceed with this step and touch Done when you are finished.

Note: The nine(9) digit code the prompt is asking for can be the one given to you at the end of your Job Bank self-registration or you may have located a specific code in the DOT (Dictionary of Occupational Titles) code book.

The voice prompt will tell you . . .

You can receive information on the specific job code you entered or that job code and related codes.

Proceed with this step by touching your choice.

As with the previous types of searches you have conducted, will receive a listing of jobs.

If you locate a job that interests you . . .

Touch the screen to get more details about that job.

If you are interested even further, you can print the screen.

Touch the screen where it says Print.

Review your printout to make sure this is what you have selected. If the answer is yes, take your Job Order to the CareerNet Resource Specialist. This person will assist you in your job referral process.

Congratulations, you have just completed your job search by job code!!

To Search for Federal Job Opportunities:

To search for federal job opportunities, the voice prompt will ask you to . . .

Touch the general type of work you want.

Proceed with this step by touching your choice.

The voice prompt will ask you to . . .

Choose a more specific type of work to see jobs of that type.

Proceed with this step by touching your choice.

The voice prompt will ask you to . . .

Touch where you would like to work.

Proceed with this step by touching your choice.

As with the previous types of searches you have conducted, will receive a listing of jobs.

If you locate a job that interests you . . .

Touch the screen to get more details about that job.

Proceed with this step by touching your choice.

If you are interested even further, you can print the screen.

Touch the screen where it says Print.

Review your printout to make sure this is what you have selected. If the answer is yes, take your Job Order to the CareerNet Resource Specialist. This person will assist you in your job referral process.

Congratulations, you have just completed your search for federal job opportunities.

To Conduct a Local Area Search:

NOTE: This type of job search may take longer than the previous job searches you have conducted, because the database is searching a wide area to pull jobs that you can possibly access. Please be patient.

To conduct a local area job search the voiced prompt will ask you to . . .

Touch the type of job you are interested in.

Proceed with this step by touching your choice.

As with the previous types of searches you have conducted, will receive a listing of jobs.

If you locate a job that interests you . . .

Touch the screen to get more details about that job.

Proceed with this step by touching your choice.

If you are interested even further, you can print the screen.

Touch the screen where it says Print.

Review your printout to make sure this is what you have selected. If the answer is yes, take your Job Order to the CareerNet Resource Specialist. This person will assist you in your job referral process.

Congratulations, you have completed the entire Job Finder module of CareerNet!!

Visions/Career Exploration

The Visions/Career Exploration module of CareerNet is designed to help individuals plan ....

When beginning this portion of your job search, the voice prompt will tell you that this module is not touch screen and that you will not be instructed by the voice prompt. Simply follow the directions as they appear on the screen and remember a Resource Specialist is always ready to assist you. **Good Luck!!!**

To begin, touch the screen where it says Begin Visions.

The first screen you will see in this module, is the Visions/Career Exploration menu. This menu will offer you the following six (6) options. Note: You will be using the touch screen capability to access each module, however, once you have entered the module you will be using the keyboard, without the voice prompt.

1. Career Search
2. Transferable Skills Search
3. Snap Shots
4. Education and Training
5. Apprenticeship Search/Information
6. Financial Aid Search/Information

To begin your Career Search:

Touch the screen where it says Career Search. The next screen you will see will say Career Search.

Press F1.

At the next screen you will see a listing of "Special Keys" that you will be using to operate the Visions module.

Review these briefly and Press F1.

At this point, the Career Search module will allow you to search a database of 1135 occupations using one of the following options:

A. By Characteristics of the Jobs
B. By Your Personal Interests
C. By Your Work-Related Abilities

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If you are not interested in any of the above selections, option "D" will allow you to return to the CareerNet Visions menu.

Proceed with your selection by typing the letter of your selection on the keyboard.

Press F1.

Career search by Characteristics of the Jobs

To conduct a career search by characteristics of the jobs . . .

Type in the letter "A" and Press F1.

The system will ask you what level of education you have attained. This will allow the system to match you to a job commensurate with your level of education. The system will then ask you another series of questions that will allow Visions to select occupations that best suit you. Follow the directions carefully and proceed through the module.

Press F1.

After you have chosen all of the job characteristics that you are interested in, the system will allow you to list those characteristics in terms of importance. Once you have done this, the system will show you the numbers of jobs available with those characteristics you have selected.

Press F1 to continue.

To proceed, type the letter of the occupation you want to learn more about. Once you have done this, you will be given the opportunity to display this information on the screen or send it to the printer.

Type in your selection.

If you opt to print your selection, take your printout to the Resource Specialist for processing.

Career Search by Personal Interests

To conduct a career search by your personal interests . . .

Type in the letter "B" and press F1.

The system will ask you to select your present level of education. Again, based on your selection, CareerNet will list occupations right for your education level.

Type the letter of your selection and Press F1.

The next screen will give you eleven options, A-K, as a part of your Career Search. For our purposes, assuming that you are conducting a completely self-directed job search, select Option "A" - **Take an interest survey now at the computer."**

Type in the letter "A" and Press F1.

Read the directions explaining the UNIACT Interest Inventory Survey. The UNIACT Interest Inventory Survey asks questions about activities you would like or not like, based on the manner in which you answered the questions in the survey.

Press F1 to begin.

After you have completed the survey, the system will give you a brief explanation of the type of work it appears that you would enjoy.

Press F1 to continue.

At the next screen the system will give you a list of possible job families, based on the results of your interest inventory.

Select those that interest you by typing in that letter.

Press F1.

Continue following the directions and Press F1 to continue to each screen.
To proceed, type the letter of the occupation you want to learn more about. Once you have done this, you will be given the opportunity to display this information on the screen or send it to the printer.

Type in your selection

If you opt to print your selection, take your printout to the Resource Specialist for processing.

Career Search by Work-Related Abilities

To conduct a career search by work-related abilities go to the Career Search Menu

Type in the letter "C" and Press F1.

Once again, the system will ask you to select your present level of education. Based on your selection, CareerNet will list occupations right for your education level.

Type the letter of your selection and Press F1.

Inventory of Work-Related Abilities

The system will ask you would you like to take a work-related abilities inventory on paper or on the computer. To opt to take the inventory on the computer . . .

Type the letter "B" and press F1.

Visions/Career Exploration
Transferable Skills Search

To conduct a Transferable Skills Search . . .

Touch the screen where it says Transferable Skills Search. The next screen you will see will say Transferable Skills Search.

Press F1.

As with the Career Search module, quickly review the "Special Keys" that will allow you to operate the Visions system. When you are finished, press F1 to proceed.

Related Occupations Search

The Related Occupations Search module allows you to use skills that you have acquired in past jobs, to find occupations that require the same or similar skills.

Read the Related Occupations Search screen and Press F1 to proceed.

At the next screen, the system will ask you to match your education level with the type of job you want.

Type the letter corresponding to your education level.

Press F1 to proceed.

At the next screen, the system will ask you what type of physical demand you would like to avoid doing.

Type in your choice(s) and Press F1 to proceed.

At the next screen, the system will ask you to type in the name of your last job.

Proceed with this step and Press F1.

At the next screen, you will see a listing of 10 occupations closely related to the past occupation that you selected.

NOTE: You may or may not need additional training to enter these occupations.

Type a letter to see information about a specific occupation. Press F1 to proceed.

At the next screen, you will see information about the type of information you selected.

Read the information and Press F1 to proceed.

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NOTE: It may be a good idea to write down the Job Code number that corresponds to this occupation, as you will be able to return to the Job Finder menu and conduct another job search by Job Code.

At the last screen that displays information about the occupation you selected, the system will ask you if you would like to do this type of work.

Type Y for Yes or N for No.

The system will then ask you if you are qualified to do this type of work.

Again, type Y for Yes or N for No.

At the next screen, the system will tell you about other related occupations that you can receive information about.

Type Y for Yes or N for No to receive or not receive additional information.

NOTE: You can research as many related occupations as you like. Simply press F2 to go back to the initial listing of related occupations.

Visions/Career Exploration
Snapshots

To activate the Career Snapshots module, touch the screen where it says Snapshots. The next screen you will see will say Snapshots.

Press F1.

The next screen will allow you to determine how you would like to use Career Snapshots.

By selecting "A," you will be able to review a listing of occupational titles in alpha order. By selecting "B," you will be able to select a specific occupation.

Type in your choice to proceed.

If you selected "A," you will be given the opportunity to scroll through the listing of occupations in alpha order, and select those that you wish to see more information about. Once you have selected an occupation, you will be given the opportunity to display this information on the screen or print the information.

Proceed with your selection.

If you selected "B," you will be able to type the title of the occupation you wish to learn about.

Proceed with this step by typing the name of the occupational title you wish to learn about.

Again, you will the opportunity to display your selection or print the information selected.

Visions/Career Exploration
Education and Training

To activate the Education and Training module of Visions/Career Exploration, touch the screen where it says Education and Training. The next screen will show you the following Education Programs Menu:

1. Search for Schools by Program of Study
2. Career Schools
3. Two Year Colleges
4. Four Year Colleges
5. Graduate Schools

Search for Schools by Program of Study

(INSERT)

Career Schools

To search specific career schools, touch the screen where it says Career Schools. The next screen you will see will say Career Schools.

Press F1 to proceed.

As with previous modules, it may be helpful to review the "Special Keys" that allow you to operate Visions.

Press F1 to proceed.

At the next screen, the system will ask you what you would like to do.

Type your selection.

To do a Search

In this module the system will ask you a series of questions that will help Visions select a school that best suits your needs. Simply answer the questions and follow the directions as they appear.

The system will ask you to select the Main Characteristics of a Career School that are important you.

Type your selection(s) and Press F1 to proceed.

At the next screen, the system will ask you to make a more detailed selection based on

your area(s) of interest.

Type your selection(s) and press F1 to proceed.

After you have chosen all of the characteristics that are important to you, the system will allow you to list these characteristics in terms of importance. Once you have done this, the system will show you the number of schools available with these characteristics that you selected.

Press F1 to continue.

Apprenticeship Search/Information

To activate the Apprenticeship Search/Information module of CareerNet, touch the screen where it says Apprenticeship Search/Information. The next screen you will see will say Apprenticeship Search/Information.

Press F1 to proceed.

At the next screen, the system will ask you what you would like to do.

If you would like to "locate apprenticeship sponsors in the state for a specific occupation . . ."

Type the Letter "A" to proceed.

At the next screen, the system will ask you to type the first few letters of the name of the occupation, or enter its number.

NOTE: The number the system is referring to is the job code number.

At the next screen, use the up and down arrow keys to locate your choice of a occupation.

Press Enter to select your choice.

When you have finished entering your selections, Press F1 to proceed.

At the next screen, you will see a list of Apprenticeship Sponsors.

Type the letter of the sponsors you would like to see more information about.

Press F1 to proceed.

At the next screen, you will see additional information about the sponsorship program you selected.

9-11-10

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Press F1 to proceed.

If you selected "B" from the Apprenticeship Search menu, and would like to "**search for apprenticeship sponsors in the state for broad occupational groups . . .**"

Type the letter "B" to proceed.

At the next screen, the system will ask you to select the main characteristics of that are important to you when searching for an apprenticeship sponsor.

Type your selection(s) and Press F1 to proceed.

At the next screen, you will see a list of occupations to select from.

Type in your selection and Press F1 to proceed.

Once you have made your selection, at the next screen, the system will ask you to make a more detailed selection regarding the type of apprenticeship sponsor program you are interested in.

Type in your selection(s) and Press F1 to proceed.

At the next screen, you will see a listing of locations within the state.

Type in your selection(s) and Press F1 to proceed.

After you have chosen all of the characteristics that are important to you in an apprenticeship sponsor program, the system will allow you to list those characteristics in order of importance. Once you have done this, the system will show you the number of schools available with those characteristics that you selected.

Press F1 to proceed.

If you selected "C" from the Apprenticeship Search menu, and would like to "**learn more about apprenticeship programs . . .**"

Type the letter "C" to proceed.

The next series of screens will give you general apprenticeship information.

Press F1 to proceed through each of the informational screens.

Financial Aid Search/Information

To activate the Financial Aid Search/Information module of CareerNet, touch the screen where it says Financial Aid Search/Information. The next screen you will see will say Financial Aid Search/Information.

Press F1 to proceed.

At the next screen, the system will ask you what you would like to do.

If you would like to **Search the Maryland File . . .**

Type the letter "A" to proceed.

At the next screen, review the information given to you before going any further.

Press F1 to proceed.

At the next screen, the system will ask you to select the main characteristics important to you as a part of your financial aid search.

Type your selection(s) and Press F1 to proceed.

At the next screen, the system will ask you to select your reasons for eligibility.

Type in your selection(s) and Press F1 to proceed.

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ATTACHMENT 9-I
"THE FUTURE IS YOURS"—*FUTUREWORKS'* CAREER CENTER'S "JOB SEARCH TIP" FLYERS

9-1-1

A few hard, cold facts about salary...

During these times of corporate mergers and downsizing, the majority of work-places are tightening their belts another notch or two. The result is that it is increasingly difficult to find a salary comparable to those of *the good old days*. And this means the good old days of five to ten years ago!

Newspapers, journals and books abound with reports of an increasing number of people living below the poverty line, and others whose standard of living has changed dramatically. There are also reports of an increase in part time workers who cannot find full time work. Studies show that even when new jobs are created, they are often lower paying than the jobs they replace.

Our intent is not to scare you, but rather to bring your current situation and experiences into perspective. Also, this does not mean that you will not have a good paying job that you like. It just means that you have to work harder to find one. And when you do find one, you must know how to negotiate salary.

For more information on salary negotiation and other work related topics, consider enrolling in a FutureWorks seminar or speaking to a Career Specialist. **Call today. (413) 858-2800.**

The only limit to our realization of tomorrow will be our doubts of today.
-- Franklin D. Roosevelt

THE FUTURE IS YOURS

The Important Art of Salary Negotiation

FutureWorks Career Center
One Federal Street
Building 103-3
Springfield, MA
01105-1160
(413) 858-2800

9-1-2

GENERAL PRINCIPLES

1. **Most salaries are negotiable.** This means that employers often have a range in mind (e.g. $20 - $25,000) which is contingent on skills and experience. However, when an employer has a fixed salary in mind, most likely there will be little room for negotiation.

2. **Let the employer be the first to mention salary.** Note that salary negotiation works best *after* an employer offers you the job since by then they clearly want you and may negotiate some to get you. Also, you will have a clearer picture of the job and a reasonable salary request.

   When asked about salary very early on in the interview process, it is reasonable to request more information about the job before responding. However, if you must talk salary at this point, suggest a range.

3. **Research competitive salary ranges for the job you are seeking before negotiating salary.** Also know what your own financial needs are and how much room you have for negotiation.

GENERAL PRINCIPLES

4. **During salary negotiation, do not be the first to give a specific figure.** Often it is best to ask the interviewer what salary range they usually offer to an experienced person in that particular position.

   Note that an employer is likely to try to hire you for less, so they may start lower than they are willing to go. If a salary range is involved, you have every right to *negotiate within that range*. However, in the case of an advertised salary, never ask for more than that amount.

5. **When making your salary request, introduce it with your experience.** For example, "For the position that you described, and the experience I would bring to it, I would expect a salary somewhere between the low to mid twenties."

6. **Do not overestimate or underestimate your earning potential.** Aiming too high or too low can cost you the job or thousands of dollars in future pay.

GETTING WAGE INFORMATION

Some ways to research competitive and prevailing salaries for a job:

- Scan newspapers for classified ads that list salaries for that job.
- Talk to a similar company to find their salary range for the same job.
- Speak with a *FutureWorks* Employer Account Representative.
- Lastly, there are resource books that list job salaries. However, these are national statistics and do not accurately depict salary ranges for a given region.

IMPORTANT CONSIDERATIONS

- When negotiating salary, keep in mind the company's benefit package, which is worth 30-35% of your salary.
- Are there opportunities to increase salary? Although some jobs may offer less salary initially, there may be a substantial increase after the company knows you can do the job.

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The Interview...

The interview is one of the most important parts of your job search. It will usually be the employer's first chance to meet you and form an impression of you. Likewise, *it is your big chance to make a good impression on the employer and convince him or her that you are the right person for the job.*

The purpose of the interview is to learn. The employer wants to learn about you, your experience and qualifications. You want to learn about the organization and the job opening, as well as about the duties and responsibilities of the job. The key to a successful interview? *Be yourself, but be your prepared self.*

> *A person will succeed in anything about which he is really enthusiastic.*
>
> -Charles Schwab

To learn more about preparing for interviews join the *FutureWorks* Career Center serving jobseekers and employers of Hampden County.

9-I-3

Three Things and Employer is Looking for in the Interview

1. **Are you the right person?** The employer will evaluate such things as: your resume or application, personal appearance and communication skills, and whether or not you will fit into the company.
2. **Can you be counted on?** The employer will be looking for a positive work attitude which includes being punctual, dependable, hard working and cooperative.
3. **Can you do the job and will you do the job?** The focus here will be on your previous experience and training. It may include transferable skills gained from various work and life experiences, as well as on motivation.

For more information on interviewing and other job related topics, consider enrolling in a *FutureWorks* workshop such as Interviewing or Salary Negotiations. Call (413) 858-2800.

THE FUTURE IS YOURS

The Art of the Interview

FutureWorks Career Center
One Federal Street
Building 103-3
Springfield, MA
01105-1160
(413) 858-2800

INTERVIEW PREPARATION

- **Research the company.** Find out about its history, products or services and growth potential. Use libraries, career centers or the local chamber of commerce to obtain this information. Or ask the company receptionist or human resource person to provide you with this.
- **Prepare for the interview.** Consider responses to questions interviewers might ask. Also prepare several questions that you can ask the interviewer. This is also a time for you to learn more about the job.
- **Get organized!** Bring support materials with you, including: resumes, references, a pen and small notebook.
- **Appearance.** Dress appropriately and neatly.
- **Never arrive late!** Know your destination and travel time. Fifteen minutes early is "on time".
- **Go solo.** Always go to an interview alone. Never bring along a friend or child.

DURING THE INTERVIEW

- **During the first 30 seconds.** Introduce yourself and shake hands. Maintain eye contact and use body language that shows confidence and concern.
- **Attitude.** Be positive and objective. Keep your personal questions out of the interview as much as possible.
- **Conversation.** Let the interviewer take the lead and listen attentively to that person. When answering questions, project your voice and speak clearly and at a moderate speed. Say just enough to answer questions without overstating your case or monopolizing the conversation.
- Some questions you can ask:

1. *What do you think are the most important skills for this job?*
2. *What kind of person do you think will do best in this job?*
3. *Who would be my supervisor?*
4. *What would my responsibilities be?*

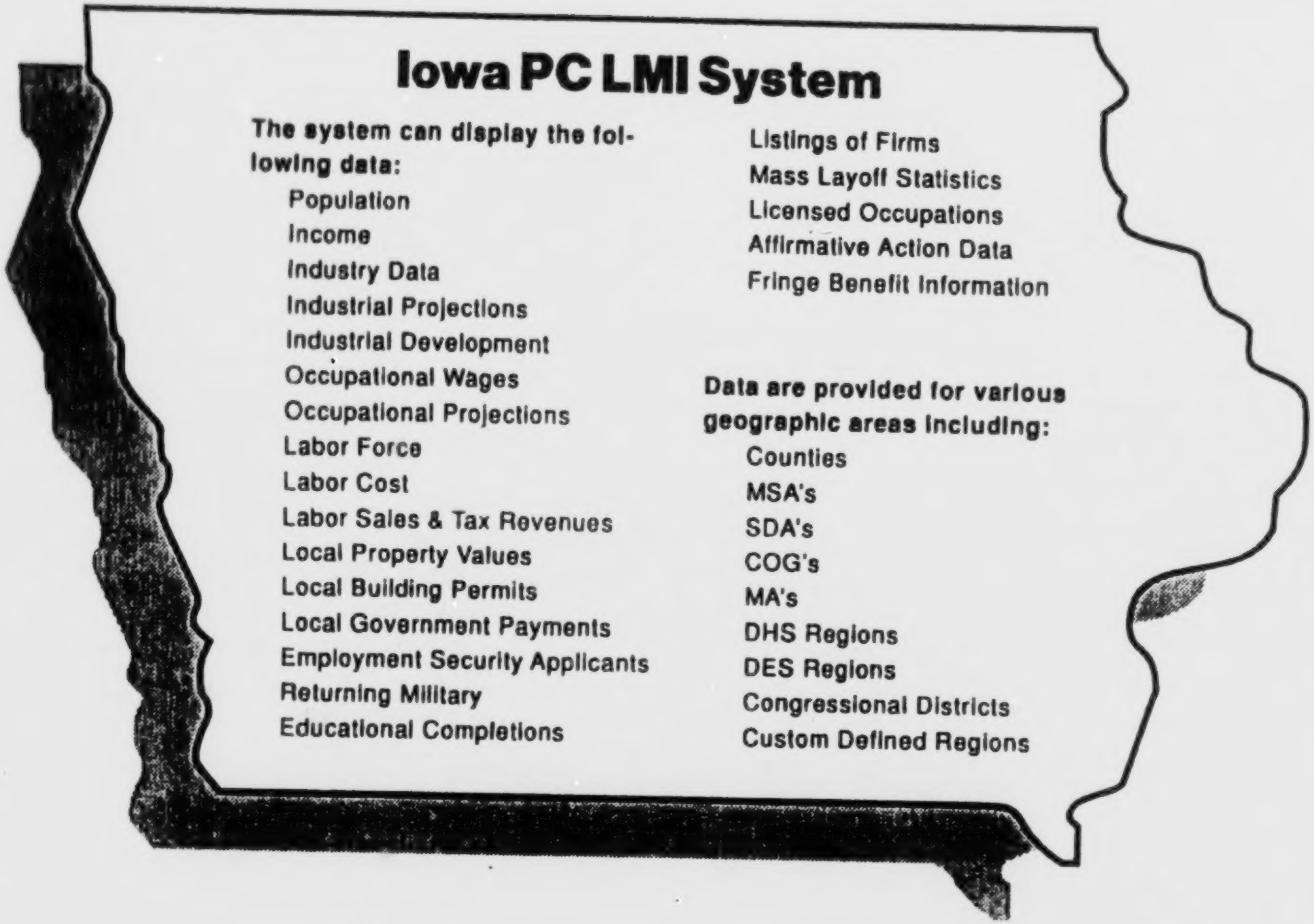
CLOSING THE INTERVIEW

- Watch for cues from the interviewer that the interview is over and ask any final questions about the job.
- Ask when they expect to make a decision and when you can expect to hear from them.
- Reiterate your enthusiasm and interest in the position as you depart. Be sure to thank the interviewer by name, as well as the secretary. Follow-up with a thank you letter within 24 hours.

NEVER!!!

- Criticize past employers or associates.
- Mention personal, domestic or financial troubles.
- Ask about salary before the employer mentions it.
- Answer questions with just a yes or no.
- Use slang, profanity, smoke or chew gum. Also do not fidget nervously with a pen, your hair, etc.

ATTACHMENT 9-J
"IOWA PCLMI SYSTEM"—DESCRIPTION OF CONTENTS OF IOWA'S PC-BASED AUTOMATED LABOR MARKET INFORMATION SYSTEM



Iowa PC LMI System

The system can display the following data:

- Population
- Income
- Industry Data
- Industrial Projections
- Industrial Development
- Occupational Wages
- Occupational Projections
- Labor Force
- Labor Cost
- Labor Sales & Tax Revenues
- Local Property Values
- Local Building Permits
- Local Government Payments
- Employment Security Applicants
- Returning Military
- Educational Completions
- Listings of Firms
- Mass Layoff Statistics
- Licensed Occupations
- Affirmative Action Data
- Fringe Benefit Information

Data are provided for various geographic areas including:

- Counties
- MSA's
- SDA's
- COG's
- MA's
- DHS Regions
- DES Regions
- Congressional Districts
- Custom Defined Regions

9-J-1

Iowa PC LMI System

Single source for demographic and labor market information

Up-to-date information made readily available using current technology

System supports presentation of data on multiple geographic alignments

Convenient, flexible way to display summary and detail data

Descriptive tables enable quick analysis of data

Source information for specific data sets is identified in the system

Professional print output available

Custom Selectable Regions allow personalized creation of inquiries
- Specific geography
- Ability to name the region
- Store the customized region for future inquiries
- Comparison to other geographies

Selection of geographic area and data element is supported by friendly intuitive interface, featuring
- Mouse support
- Pull down menus
- Navigation buttons
- Geographical interface

Timeline:
- Field test: September/October 1996
- Statewide implementation: December 1996/January 1997

Equipment Configuration Needed

Minimum
- 486/66 MHz processor
- 16 MB RAM
- Windows 3.1 and DOS 5.0 or higher
- 250 MB free disk storage
- VGA monitor

Recommended
- Pentium 100 MHz processor or faster
- 16 MB or more RAM
- Windows 3.1 and DOS 5.0 or higher
- 250 MB free disk storage
- 17" 1024X768 color monitor

Contact Judy Erickson
515/281-9070 or 515/281-3439

9-J-2

ATTACHMENT 9-K
"CREATIVE JOB SEARCH SHINES AMONG THOUSANDS OF JOB-RELATED WEB SITES"—REVIEW ARTICLE DESCRIBING MINNESOTA'S ON-LINE JOB-SEARCH TRAINING RESOURCES

Creative Job Search shines among thousands of job-related web sites

INTERNET KUDOS – from cover

Yes, says Kevin McDowell. McDowell is a customer service consultant who does layout and design for the site.

McDowell notes that CJS was named one of the best career counseling Internet sites by Richard Nelson Bolles for the *Washington Post* newspaper's on-line site. Bolles is the author of the best-selling job-hunting book in the world, *What Color is Your Parachute*, with 5,600,000 copies in print. Bolles is regarded as the most widely read and influential leader in the career planning field and one of America's top career experts.

11,000 INTERNET SITES & GROWING

There are approximately 11,000 sites on the Internet that deal with jobs, careers or job-hunting, and the number grows weekly. So getting acknowledgements by such an authority makes McDowell proud. "With any acknowledgement, you have to consider the source of recognition. One visit to the *Washington Post's* on-line publication shows that they are relatively selective about who they recognize and the 'Parachute Pick' designation is even more selective."

The review about CJS says, "This site, maintained by the Minnesota Department of Economic Security, has put together the equivalent of a job-search manual, on their Creative Job Search page. Mark this. These authors really understand what skills are – refreshing, on the Internet."

The CJS Internet site, which can be found through the MDES Home Page (mn.jobsearch.org), provides an online job-search guide and Internet job-search strategies. The interactive "Ask the Expert" service that provides job-search advice is also on-line. McDowell says the "Ask the Expert" segment gets about a half dozen questions a week from around the world, but mostly from Minnesota job seekers.

McDowell tries to be current on Internet practices, and does monitor many employment-related sites. "The CJS site was influenced by a variety of sources. I also read and study the concepts of good HTML authoring, site design and Internet business strategies," he says.

EDITOR'S NOTE: The "What Color Is Your Parachute – The Net Guide" site can be accessed via the Internet at www.washingtonpost.com/wp-adv/classifieds/careerpost/

Rick Schant, CommTeam

State prepares for inevitable: spring floods

Editor's Note: In last month's Connecting, we featured "snow stories," how people were coping with record levels of snowfall in one Minnesota community. As this issue of Connecting was going to press, preparations were being made to deal with the inevitable spring flooding. Already flooding had started in some Minnesota areas. In the future, we'll have more flooding stories and how our department is reacting.

State government agencies have been meeting on a weekly basis to discuss planning for a flood emergency. There have been flood press conferences for several Fridays in March. It appears the flood information hearings may occur as often as two to three times a week if needed.

Essentially, MDES's role in any flooding will be with Disaster Unemployment Assistance (DUA). This federally funded program is for persons who become unemployed as a result of flooding. Persons become eligible if their county is declared a federal disaster county.

In addition, MDES would deal with employment issues for migrant farm workers. Flooding can impact the amount of work available in Minnesota's farmlands for migrant farm workers. Also, in 1993 MDES was involved in requests for additional energy assistance funds for flood damaged furnaces and water heaters.

The 1993 flooding took place in the summer, destroyed crops and for many farmers it was too late to re-plant. Due to the early flooding that is expected this year, farmers probably have until the end of June to plant, according to Mark Seeley, U of M Ag School professor.

Jim Wandell, MDES Reemployment Programs, said the DUA regulations have changed significantly since they were last administered by this department. Wandell attended a two-day conference to discuss the new regulations and to enable neighboring states to administer DUA in an identical manner. Wandell said Minnesota representatives discussed with representatives from North and South Dakota the approach they will take if DUA is declared in bordering counties.

Heidi Stennes, CommTeam

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ATTACHMENT 9-L
"CAREERPOINT SEPTEMBER WORKSHOPS"— MONTHLY CALENDAR

CareerPoint • 850 High Street • Holyoke, MA 01040 • phone (413) 532-4900 • fax (413) 532-0293

CareerPoint SEPTEMBER Workshops

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
1	**2** LABOR DAY	**3** Job Club 9:30-12:00 Career Exploration 1-4 Aplicaciones Perfectas 1-4 Introduction to Computer Software 12:30-3:00 Tuesday - Friday	**4** Skills Identification 1:00-4:30	**5** Winning Résumés 1:00-4:30	**6** Resumé I (esp.) 9:30-12:30	**7**
8	**9** Interviewing Your Next Boss 9:30-12:30 Resumé II (esp.) 1:00-4:00	**10** Job Club 9:30-12:00 Is Your Net Working? 1:00-4:00 Introduction to Computer Software 12:30-3:00 Tuesday - Friday	**11** Entrevistas 9:30-12:30	**12** Résumé Writing Lab 1:00-4:30	**13** Skills Identification 9:30-12:30 Identificación de Habilidades 9:30-12:30	**14** Career Exploration 9:30-12:30 Introduction to MS Word 10:00-12:30
15	**16** Perfect Applications 9:30-12:30 Windows '95/ Internet en español 1:00-3:30	**17** Job Club 9:30-12:00 Aplicaciones Perfectas 9:30-12:30 What Jobs Are Out There? 1-4 Introduction to Computer Software 12:30-3:00 Tuesday - Friday	**18**	**19** Making Ends Meet While Unemployed 10:30-11:30	**20**	**21** Winning Résumés 9:30-12:30 Mouse Skills 9:15-10:45 Internet Job Search 11:00-1:00
22	**23** Skills Identification 9:30-12:30 Self-Employment 10:30-12:30	**24** Job Club 9:30-12:00 Entrevistas 9:30-12:30 Computer Software Level II, 12:30-3:00 Tuesday - Friday	**25** Résumé Writing Lab 9:30-12:30	**26** Cadena de Contactos 1:00-4:00	**27** Interviewing Your Next Boss 9:30-12:30	**28** En Búsqueda de Empleo en un Mercado Americano 9:30-12:30 Introduction to MS Excel 10:00-12:30
29	**30** Windows '95/ Internet en español 1:00-3:30	*CareerPoint has orientations daily at 10:30 and 2:30.*				

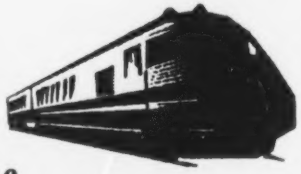
Sign up for orientations by phone or in person, and workshops through your career counselor.

9-L-1

ATTACHMENT 9-M
FLYER AND "ADMISSION TICKET" FOR THE YOUTH JOB SEARCH WORKSHOP ENTITLED, "JOB EXPRESS," OFFERED IN THE LAWRENCEBURG NETWORK OF CAREER CENTERS, SOUTHEASTERN INDIANA

9-M-1

JUMP on the JOB EXPRESS!



Admit One

April 29, 1996 **9:00 a.m. to 3:30 p.m.**

Dearborn County Department of Workforce Development
230 Mary Ave., Ste. 100 (Schenley Place), Greendale

Bring a Sack Lunch. We'll provide the beverage!

BEST COPY AVAILABLE

9-M-2

Job Express

Job Search Workshop

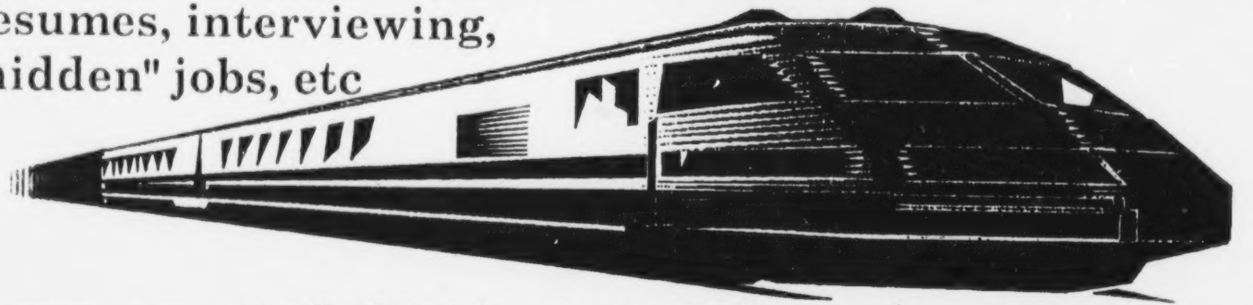
For YOUTH 18-21 Years Old

April 29,1996 9am - 3:30pm

Come and meet panel of local employers, help with resumes, interviewing, "hidden" jobs, etc

YOUR
DEARBORN COUNTY
EMPLOYMENT & TRAINING
CENTER

INDIANA
WORKFORCE
DEVELOPMENT



To reserve your seat call: 537-1117 or stop by 230 Mary Ave., Ste. 100 in Greendale.

ATTACHMENT 9-N
DESCRIPTION OF THE DES MOINES WORKFORCE DEVELOPMENT CENTER'S "WORKFORCE FOR TEENS" PROJECT

For Further Information Call:

Penny Dow 281-9616
Workforce Development Center

Raymond Klein 242-7893
Des Moines Public Schools

Karen Sullivan 242-7597
Des Moines Public Schools

Artwork by: Job Yamen
Design/Layout by: Jenny Flannery
Central Campus

Partners in Iowa's Workforce Development System

DES MOINES PUBLIC SCHOOLS

215 Keo, Des Moines, Iowa 50309

WORKFORCE FOR TEENS

Skills For Success

9-N-2

Program Benefits:

- Career Exploration
- Exposure to the Labor Market
- Computer Experience
- Interviewing Techniques
- Completing Winning Job Applications
- Skill Identification For Employment
- Job Shadowing with "Hands-on" Experience
- Resume Portfolio
- Employability Certificate upon course completion
- Summer Employment Opportunities
- Training and Exposure
- Commitment and Support

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WORKFORCE FOR TEENS

Workforce for teens is a collaborative effort between the Workforce Development Center and the Des Moines Public Schools. The project offers a unique employability training opportunity for High School Students. During the school day, students attend pre-employment classes at the Workforce Development Center. Students spend time with an experienced classroom instructor learning "hands on" operation of computer, learning to write a resume for different types of employment opportunities, mastering job seeking skills, interviewing techniques, computerized employability assessment, how to complete thorough job applications, exploring the various occupational options that exist today and tomorrow, and techniques to keep a job. Students will use writing, listening, observing and reasoning skills 5 hours per week in a classroom setting located in the Resource Center.

WORKFORCE FOR TEENS

Workforce for Teens will allow students to use their newly gained skills immediately after classroom training is completed. Students will be assigned to an experienced employment professional to learn and practice their skills just learned. Students will gain hands on experience working at the Center taking applications, assisting customers in using technology to find jobs, assist in customer service activities, and job shadow Claims takers to get an understanding of the unemployment system.

Job Service Workforce Centers are located in these Iowa towns and cities:

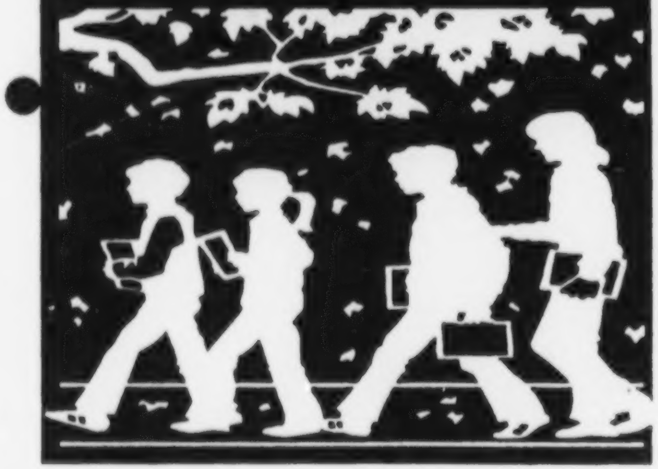
Algona
Ames
Atlantic
Boone
Burlington
Carroll
Cedar Rapids
Centerville
Chariton
Charles City
Cherokee
Clarinda
Clarion
Clinton
Clive
Corning
Council Bluffs
Creston
Davenport
Decorah
Denison
Des Moines
Dubuque
Emmetsburg
Estherville
Fairfield
Forest City
Fort Dodge
Fort Madison
Glenwood
Grinnell
Harlan
Humboldt
Independence
Iowa City
Iowa Falls
Jefferson
Keokuk
Knoxville
Le Mars
Manchester
Maquoketa
Marshalltown
Mason City
Missouri Valley
Monticello
Mount Pleasant
Muscatine
New Hampton
Newton
Oelwein
Osceola
Oskaloosa
Ottumwa
Perry
Pocahontas
Red Oak
Sheldon
Shenandoah
Sioux Center
Sioux City
Spencer
Storm Lake
Washington
Waterloo
Waverly
Webster City

For More Information:
call 1-800-JOB-IOWA (V/TDD)
or in Des Moines call 281-5387.

Department of Employment Services
An Equal Employment Opportunity Agency

70-3702 (2-94)

Job Hunting Know-How For Beginners



9-N-4

NOTICE

This booklet explains the Iowa law for employing young people. State and Federal Child Labor Laws sometimes differ. Many Iowa employers are required to comply not only with State Labor Laws but with Federal Labor Laws as well. In such instances, the more stringent law applies.

For more information about the Federal Fair Labor Standards Act write or call:

Employment Standards Administration
Wage and Hour Division
Room 643, Federal Office Bldg.
210 Walnut Street
Des Moines, Iowa 50309
515-284-4625

Introduction

As a young person looking for work, there are several things that you must know. You have to know how to get a work permit or a certificate of age if you are less than age 18. You must know the hours that you are allowed to work and the types of work you are allowed to do as a minor.

You'll also need to know about job applications, career choices and what to do in a job interview. Whether you're looking for a part-time job, a summer job or a full-time job, you need to know about—

---

page

Social Security Cards, Work Permits and Certificates of Age
Social Security Cards 1
Work Permits and Certificates of Age 1

Age, Work and Hour Restrictions
Work and School 4
Hours 4
Under Age 14 5
Street Occupations 5
If You're 14, 15 or Older 6
If You're 18 or Older 7
Restricted Jobs (Under Age 18) 7
Wages 8

Job Applications, Interviews and Career Information
Job Applications 8
Interviews 9
Careers 10
Data Sheet 11
Work Experience 13

ATTACHMENT 9-O
"STATE SERVICES FOR THE BLIND IN A ONE-STOP SHOP"—DESCRIPTION OF ONE-STOP SERVICES AVAILABLE TO VISUALLY IMPAIRED CUSTOMERS IN ANOKA COUNTY, MINNESOTA

STATE SERVICES FOR THE BLIND IN A ONE-STOP SHOP

(As developed by State Services for the Blind)

Minnesota Department of Economic Security's One-Stop Shop design incorporates a high level of effectiveness in providing services to persons with physical and mental disabilities, and in providing literature and other materials to them in accessible formats.

Two of the Department's divisions, the Division of Rehabilitation Services and the division of State Services for the Blind, work in conjunction with its Community Based Services division and its Job Service/Reemployment Insurance division to assure that disabled persons and blind persons are fully integrated into all the Department's programs.

This occurs through a process of "reciprocal leveraging" of knowledge and services. Each division brings the benefit of its specific expertise to the task of meeting the needs of persons with disabilities.

The two rehabilitation divisions are expert in preparing persons with blindness and other disabilities for employment. Job Service is expert in knowing the needs of employers and understanding the job market. Community Based Services funds Community Action Programs engaged in job training and work force development, and has expertise in these areas.

State Services for the Blind has a Communication Center which converts print materials into accessible formats, these include Braille, cassette tape, broadcast, and dial-in formats. The Minnesota Radio Talking Book broadcasts newspapers, periodicals, and books read by volunteer readers over a radio channel to blind persons living throughout Minnesota.

Dial-in-News, a program providing newspapers stored on a computer's disk drive, makes the news accessible over the telephone at a time convenient to the user. The Communication Center also distributes and repairs special radios and players to permit users to access the system, at no charge.

State Services for the Blind can work with the other partners in a One-Stop Shop configuration by:

1. Providing vocational rehabilitation services to blind persons referred by the other one-stop partners to make them ready for vocational training and employment;

2. Providing independent living skills training to blind persons referred by other partners to make it possible for them to avail themselves of partner community-based services and live independently in the community;

3. Providing information about the capabilities of blind persons and consulting services to assist staff in the programs of the other partners to work effectively with them;

4. Referring blind persons to programs run through the other partners;

5. Working directly with staff of the other partners, contractors and employers, to help them with ADA accessibility issues relating to blindness and visual impairment;

6. Transcribing print materials (manuals, textbooks, etc.) into accessible formats for blind persons in training or employment programs run through the other partners;

7. Providing information on services available through the one-stop partners to blind persons throughout the state, by means of the Radio Talking Book;

8. Helping the partners meet their ADA requirements by referring blind persons for jobs within the partners' organizations, and working to assure successful work outcomes;

9. Providing assistive technology consulting and services to blind persons in partner programs, and to the partners in order to assure that all blind persons have access to the information systems of the one-stop; and

10. Providing a higher level of outreach to the blind population in the state than would be the case in office-based programs.

NOTE: State Services for the Blind staff are not collocated in all MDES offices in Minnesota, because of the relatively small number of staff and the fact that most blind persons do not come to the office to apply for services.

This is because of mobility problems caused by inability to drive a car, and the need for cane travel skills by newly blinded people. Many of SSB's clients are elderly as well.

However, by making door-to-door contacts, SSB staff can reach far more blind persons than would or could come to an office. Because of this, the one-stop's other programs which do not contact people in their homes can reach more blind persons than would otherwise be the case.

Also, SSB staff, because of their mobility, can work with program staff of the other partners by coming to their offices. Statewide coverage is therefore assured.

tr:onestop\ssb.wpd

CHAPTER 10 RESOURCES

EXAMPLES OF MATERIALS USED TO LEARN ABOUT AND DESCRIBE EMPLOYERS NEEDS

Attachment 10-A. A Business and Industry Questionnaire Developed by WORKFORCE ONE, the Northeast Regional Workforce Development Board in Chaplin, Connecticut (1995) 10-A-1

Attachment 10-B. A Newsletter Article on Findings from a Massachusetts Business Survey 10-B-1

EXAMPLES OF MATERIALS USED TO INFORM EMPLOYERS ABOUT ONE-STOP SERVICES

Attachment 10-C. Brochure Announcing Minnesota's Annual Employer Conference: "Building a Winning Workforce" (1996) 10-C-1

Attachment 10-D. Employer Services Available Through the Minnesota Workforce Center System 10-D-1

Attachment 10-E. Minnesota Newsletter Articles Describing "Brown Bag" Dialogue Sessions For Local Employers (1997) 10-E-1

EXAMPLES OF MATERIALS DESCRIBING COORDINATED AND EXPANDED EMPLOYER SERVICE MENUS

Attachment 10-F. Wisconsin State Guidance on Unified Employer Services Structures (1995) 10-F-1

Attachment 10-G. Anoka County, Minnesota's List of Services to Employers 10-G-1

Attachment 10-H. Waukesha County (Wisconsin) Workforce Development Center's Menu of Services for Employers 10-H-1

Attachment 10-I. Springfield, Massachusetts: A Leaflet on What FutureWorks One-Stop Career Center Can Offer Employers 10-I-1

ATTACHMENT 10-A
A BUSINESS AND INDUSTRY QUESTIONNAIRE DEVELOPED BY WORKFORCE ONE, THE NORTHEAST REGIONAL WORKFORCE DEVELOPMENT BOARD IN CHAPLIN, CONNECTICUT (1995)

EMPLOYER NEEDS ASSESSMENT: FINAL REPORT

Prepared By

WORKFORCE ONE

Northeast Regional Workforce Development Board, Inc.
128 Chaplin Street P.O. Box 305
Chaplin, Connecticut 06235
(860) 455-8009

10-A-1 728

October 1995

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Survey Procedure 4
Data Analysis 4
Follow-up 5

Section 3. Findings 6

Section 4. Conclusion 21

Section 5. Implications for Board Consideration 21

Appendix A A-1
Business and Industry Questionnaire

Appendix B B-1
Business Classification Table

BUSINESS AND INDUSTRY QUESTIONNAIRE

1. What is your service or product line? ______________________________

2. How long has your business operated in Northeast Connecticut? __________ (years)

3. How many employees do you have at this location? ___ 20-49 ___ 50-99 ___ 100-199 ___ 200 or more

4. What occupations best describe the composition of your current workforce?

Check all that apply

___ Machine Operators
___ Material(s) Fabricators (metal, plastics, etc.)
___ Mechanics/Machine Repair
___ Construction/Contractors
___ Maintenance
___ Manufacturing/other

___ Professional/Technical
___ Professional/Other
___ Arts/Graphic Arts/Design
___ Electrical/Electronics
___ Administration/Clerical

___ Sales/Services
___ Sales/Retail
___ Food & Beverage Service
___ Agricultural/Farming
___ Computerized Equipment

Other (*please specify*) ______________________________

5. What changes, if any, do you foresee in the composition of your workforce within the next 3 to 5 years?

Please specify Increase (I), Decrease (D), or No change (N) in total numbers of workers

___ Machine Operators
___ Material(s) Fabricators (metal, plastics, etc.)
___ Mechanics/Machine Repair
___ Construction/Contractors
___ Maintenance
___ Manufacturing/other

___ Professional/Technical
___ Professional/Other
___ Arts/Graphic Arts/Design
___ Electrical/Electronics
___ Administration/Clerical

___ Sales/Services
___ Sales/Retail
___ Food & Beverage Service
___ Agricultural/Farming
___ Computerized Equipment

Other (*please specify*) ______________________________

6. Which job categories do you find most difficult to fill?

Check all that apply

___ Machine Operators
___ Material(s) Fabricators (metal, plastics, etc.)
___ Mechanics/Machine Repair
___ Construction/Contractors
___ Maintenance
___ Manufacturing/other

___ Professional/Technical
___ Professional/Other
___ Arts/Graphic Arts/Design
___ Electrical/Electronics
___ Administration/Clerical

___ Sales/Services
___ Sales/Retail
___ Food & Beverage Service
___ Agricultural/Farming
___ Computerized Equipment

Other (*please specify*) ______________________________

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7. Are you generally satisfied with the overall skill level of **adult** (21 + years) job applicants? yes ☐ no ☐ n/a ☐

(b) If no, what skills are missing? ____________________

____

8. Are you generally satisfied with the overall skill level of **youth** (18 to 21 years) job applicants? yes ☐ no ☐ n/a ☐

(b) If no, what skills are missing? ____________________

____

9. Do you find it necessary to provide On-The-Job/Skills training for your employees (current and/or new)? yes ☐ no ☐

If no, skip to question 10.

If yes, please check all that apply

Basic Skills

___ Reading

___ Math

___ Written Communication

___ Cross-Training

___ Computer Software

___ Computer Systems

___ Industry Specific Equipment

___ Customer Relations/Sales

___ Management/Supervisory

___ Problem Solving

___ Team Building

___ Leadership

___ Time Management

Other *(Please specify)* ____________________

10. With your organization in mind, for which skills should the the Workforce Development Board develop training programs? ____________________

____

____

____

____

____

____

11. May we contact you for a follow-up interview? yes ☐ no ☐

12. Would you be willing to participate in a focus group to discuss training and employment issues? yes ☐ no ☐

If you answered yes to either question 11 or 12 please answer question 13. If you answered no to both questions please stop here.

13. Please provide the following information so that we may personally contact you

Name of person to contact ____________________

Phone Number ____________________

If you have any questions regarding this survey, please contact Jackie Roy at WORKFORCE ONE (203)455 8009

THANK YOU FOR YOUR ASSISTANCE

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ATTACHMENT 10-B
A NEWSLETTER ARTICLE ON FINDINGS FROM A MASSACHUSETTS BUSINESS SURVEY

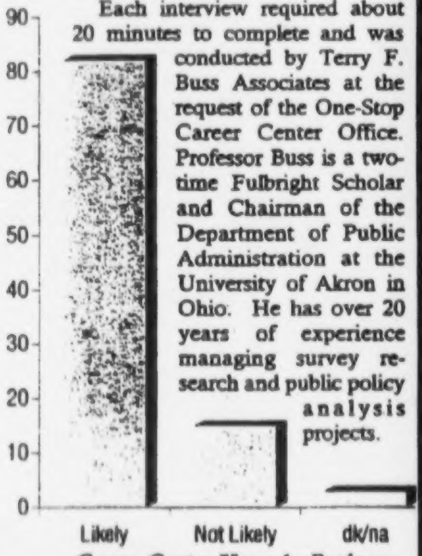
- Massachusetts Business Survey

82% of Business Likely to Use New One-Stop Career Centers

BOSTON—A RECENT SURVEY OF 200 MASSACHUSETTS BUSINESSES REVEALED anticipation among employers around the new One-Stop Career Centers now open in Hampden County and Boston. Of the business owners or personnel managers surveyed, more than 8 out of 10 said they would be likely to use a new One-Stop Career Center. By contrast, the same business people expressed widespread disappointment with the existing employment system. Only 3% said they were likely to use any of the employment programs currently offered by public agencies in Massachusetts.

The survey of manufacturing, health care, information technology and financial firms indicated that it is most important for a new career center to be high quality, responsive and technologically advanced. A desire for the system to be customer-driven was also evidenced. 92% rated as important the need for career centers to be evaluated on results, expanding centers that work best and closing centers that do not.

Each interview required about 20 minutes to complete and was conducted by Terry F. Buss Associates at the request of the One-Stop Career Center Office. Professor Buss is a two-time Fulbright Scholar and Chairman of the Department of Public Administration at the University of Akron in Ohio. He has over 20 years of experience managing survey research and public policy analysis projects.



Career Center Usage by Business

Key Results of Mass. Business Survey

ATTACHMENT 10-C
BROCHURE ANNOUNCING MINNESOTA'S ANNUAL EMPLOYER CONFERENCE: "BUILDING A WINNING WORKFORCE" (1996)

Employer Conference

10-C-1

Build a Winning Workforce

How Your Business Can WIN By Working With Government

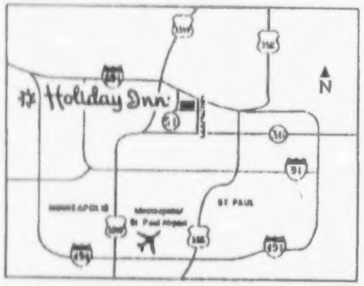
1858

Third Annual Employer Conference

Tuesday, Oct. 8, 1996
8:00 a.m. – 4:00 p.m.
Holiday Inn St. Paul North

AGENDA

8:00 am	**Registration**
8:30	**Welcome** Moderator Eric Sandrock, Minnesota Chamber of Commerce R. Jane Brown, Commissioner, Department of Economic Security Jay Novak, Commissioner, Department of Trade and Economic Development Gary Bastian, Commissioner, Department of Labor and Industry
9:00	**Breakout Session 1**
10:15	Break
10:30	**Breakout Session 2**
11:45	***Learn Over Lunch***
1:15 pm	**Breakout Session 3**
2:30	Break
2:45	**Breakout Session 4**
4:00	Adjourn



1201 WEST COUNTY ROAD E, ARDEN HILLS
Directions: From East or West, take I-694 to Lexington Avenue (Exit 43A); go south 1/2 mile to County Road E. From the south, take I-35W to I-694 east to Lexington exit.

HOLIDAY INN ST. PAUL NORTH
For Room Reservations Call:
800-465-4329 or (612) 636-4123
Special Room Rate: $60.00

☑ *This annual conference provides* ***valuable information*** *for human resource professionals, personnel managers, business owners and business managers. Presenters from both the public and private sectors will show* ***how you can benefit*** *from the many varied programs and services, some new or little-known, aimed to* ***help Minnesota businesses succeed.***

DON'T MISS IT!

Sponsored by

Minnesota Department of Economic Security
Minnesota Department of Labor and Industry
Minnesota Department of Trade and Economic Development
Minnesota Job Service Employer Committee
Minnesota Job Training Partnership Association

Additional Sponsors

Employers Association
Minnesota Chamber of Commerce
U.S. Small Business Administration

Participating Organizations

Minnesota Department of Administration
Service Corps of Retired Executives
Suburban Area Chamber of Commerce
Green Thumb

QUESTIONS?

Call TOLL-FREE, 888-234-1105. In the Twin Cities area call (612) 282-5904.

"In events of this nature, views and opinions that are not necessarily those of the co-sponsors may be expressed. SBA cooperation does not constitute or imply its endorsements of any opinions, products and/or services. These programs are extended to the public on a nondiscriminatory basis."
SBA Authorization #41-1681137-3

BREAKOUT SESSION 1 • 9:00 a.m.

1-A ◆ Help for High-Hazard Business

The new MNSHARP recognition program provides incentives and support to smaller, high-hazard employers who work with their employees to develop, implement and continuously improve the effectiveness of their workplace safety and health programs.

1-B ◆ Could You Use $10,000 to Make Your Workplace Safer?

Find out how you can apply for a matching grant from Workplace Safety Consultation to reduce safety hazards in your workplace.

1-C ◆ How Does the Immigration Act Affect My Business

Discover the requirements of the Immigration Reform and Control Act, including the Employer's Handbook, completing and maintaining forms, anti-discrimination provisions and how to avoid civil/criminal penalties for non-compliance.

1-D ◆ Creating an Employee Benefits Plan

Here's an overview of the issues associated with the design, offer and administration of a great employee benefits plan.

1-E ◆ Expanding Your Labor Choices

Learn how hiring and retaining women in non-traditional jobs may help you solve a potential worker shortage.

LEARN OVER LUNCH

Additional presenters will lead informal table discussions over lunch.

BREAKOUT SESSION 2 • 10:30 a.m.

2-A ◆ Minnesota Puts Employers First

Discover how Minnesota's developing Workforce Centers™ are your first and only stop in looking for employment and training services. Find out how this "reinventing" of government means better resources for your business.

2-B ◆ What If You Could Clone Your Most Productive Workers?

Imagine increasing your profits by cloning your most productive workers. Learn about Work Keys and Advance, powerful tools designed to measure workplace skills.

2-C ◆ Training Partnership for Businesses

Looking to educate your workforce to raise productivity? Find out about customized training of your employees through the Job Skills Partnership Program.

2-D ◆ Prepare for the Future Today

Find out what Minnesota's workforce and jobs will look like by the year 2005. What you can do now to prepare yourself for the future with Labor Market Information.

2-E ◆ Newest Computer Technology Can Cut Your Costs and Time

Introduction to the tools available on computers when looking at the hiring process. Includes helpful Internet sites, customized software programs specific to Minnesota businesses and the state's largest resume-matching computer database.

REGISTER BY E-MAIL OR FAX

ombudsman@ngwmail.des.state.mn
Fax: (612) 296-0994

BREAKOUT SESSION 3 • 1:15 p.m.

3-A ◆ How to Avoid Unnecessary Employment Taxes

How, when and why to protest a reemployment insurance claim. Plus tips to avoid paying higher rates than necessary.

3-B ◆ Independent Contractor or Employee – What's Best for You?

A review of the criteria used to determine worker status. How to make the right choice.

3-C ◆ Drugs in the Workplace and Your Rights as an Employer

What are your rights if you suspect drug use in the office by employees? What is the latest legal precedent? Steps you can take now!

◆ Repeat Sessions:

3-D	Overview of OSHA Recordkeeping Requirements
3-E	How Does the Immigration Act Affect My Business
3-F	Newest Computer Technology Can Cut Your Costs and Time

BREAKOUT SESSION 4 • 2:45 p.m.

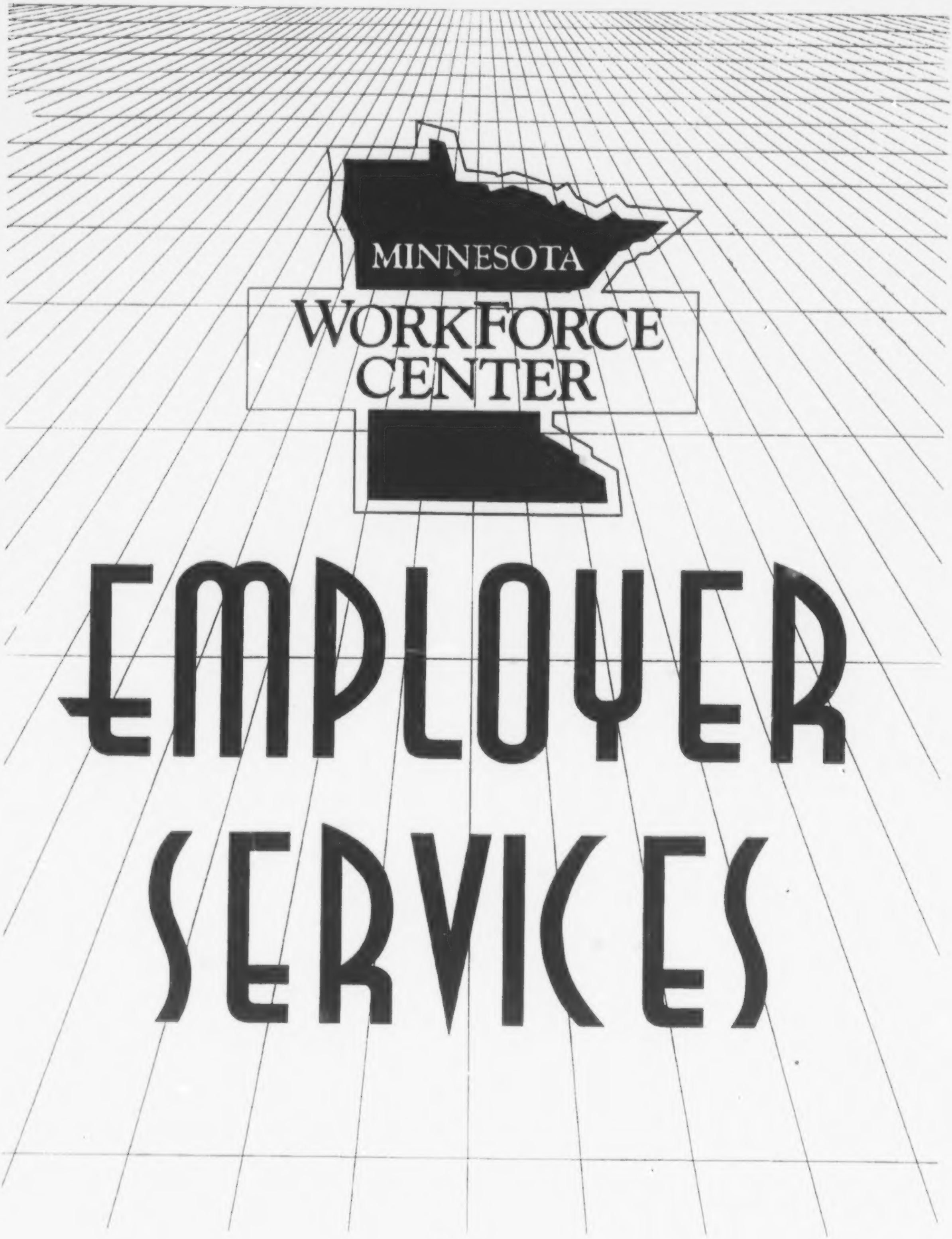
◆ Repeat Sessions:

4-A	Independent Contractor or Employee…
4-B	How to Avoid Unnecessary Employment Taxes
4-C	Prepare For The Future Today
4-D	What If You Could Clone Your Most Productive Workers
4-E	Creating A New Employee Benefits Plan
4-F	Drugs In The Workplace And Your Rights As An Employer

brochure is available in alternate formats.

St. Paul, MN 55101
Attn: Donnette Hilton

ATTACHMENT 10-D
EMPLOYER SERVICES AVAILABLE THROUGH THE MINNESOTA WORKFORCE CENTER SYSTEM



MINNESOTA
WORKFORCE
CENTER

EMPLOYER SERVICES

MINNESOTA WORKFORCE CENTER ™

FAX us your job openings NOW with this easy form!
NO FEES to list on our state-wide job bank and the internet.

To: JOB BANK
390 NORTH ROBERT ST.
ST PAUL, MN 55101

FAX NUMBER: 612-296-3488
PHONE: 612-296-8400

YOUR COMPANY: ____________________
ADDRESS: ____________________
CITY: ____________ STATE: ______ ZIP: ________
CONTACT PERSON: ____________________
PHONE: __________ FAX: __________ TTY: __________

*IF **JOB LOCATION** IS OTHER THAN ABOVE ADDRESS, PLEASE SPECIFY:*
ADDRESS: ____________________
CITY: ____________ STATE: ______ ZIP: ________

NATURE OF BUSINESS: ____________________
JOB TITLE: ____________ NO. OF OPENINGS ______ NO. TO REFER ______
JOB DUTIES (INCLUDE MACHINES OPERATED, TOOLS USED, HARDWARE, SOFTWARE, ETC.): ____________________

EXPERIENCE REQUIRED: NONE ______ MONTHS ______ YEARS ______
EDUCATION **REQUIRED**: ____________________
LICENSES OR CERTIFICATIONS NEEDED: ____________________
SKILLS **NEEDED** TO PERFORM THE JOB (BE SPECIFIC)
ESSENTIAL: ____________________

PREFERRED: ____________________

IS THE JOB: PERMANENT ___ TEMPORARY (LENGTH OF JOB) __________ HOURS PER WEEK: ______
DAYS OF WEEK: (CIRCLE) S M T W TH F S VARIED
WORK HOURS (INDICATE AM OR PM HOURS): START: __________ END: __________
MINIMUM STARTING PAY: $______ MAXIMUM STARTING PAY: $______ (CIRCLE) HR WK MO YR
BENEFITS (CIRCLE): HEALTH DENTAL LIFE VACATION OTHER
TESTS REQUIRED: TYPING/WPM ______ DRUG ______ PHYSICAL ______ OTHER ______
HOW DO YOU WANT APPLICANTS REFERRED?: STAFF PERSON CALL ______ APPLY IN PERSON
RESUME ______ APPLICANT TO CALL _____ DEADLINE FOR APPLYING: __________

RECRUITING ASSISTANCE

Job Listings: Did you know you can instantly advertise your jobs to thousands of job seekers at no charge? One phone call or fax (see following page) will list your job openings on our state-wide job bank as well as the internet.

Job Matching: Job seekers are matched with your job orders so qualified applicants are referred to your job openings. Your jobs can also be posted "bulletin-board" style (no pre-matching) to the general public to maximize the number of applicants you'll see.

SkillsNet Recruiting: SkillsNet is an electronic scanning system that matches applicant's resumes to your professional and clerical openings based on the skills you require.

Interviewing/Recruiting facilities: Conference rooms and/or offices are available for interviewing and recruiting.

REDUCING TAX & BUSINESS COSTS

Hiring Advisor: This comprehensive source of hiring advice includes information on employment law, job analysis, recruiting, building an applicant pool, reference checks, conducting interviews, drug testing, documenting discipline, and more.

Tax & Employment Seminars: Ever worry about liability associated with hiring, ADA, EEO, or workers' comp? Ask about seminars and information on these and other topics.

WorkKeys: Save training and personnel costs with this product developed by American College Testing (ACT). WorkKeys analyzes your employees' job skills and matches them to your company's needs, prioritizes training needs, and helps your company maintain compliance with EEOC and ADA.

Shared Work Program: Save human resource costs when your company experiences cyclical downturns in business. If your company qualifies, your employees can work reduced hours and collect partial Reemployment Insurance benefits to make up lost wages.

LABOR MARKET INFORMATION

Minnesota Salary Survey: This publication will show you how your wages compare to others in your area. It can help set starting wages for new jobs and keep your salaries competitive.

Other Publications: Need information for business plannning or expanding? We carry a variety of publications that forecast job market and economic trends, provide employment and unemployment statistics, and more.

MINNESOTA
WORKFORCE
CENTER™

Minnesota Workforce Centers are sponsored by the Minnesota Department of Economic Security and your local Workforce Service Area.

Central Job Bank:
(612) 296-[illegible] 8700
(612) 296-3488 fax

SkillsNet Recruiting Services:
1-800-821-4492
(612) 821-4086 fax
(612) 821-4013 TTY

Many services are now on the
World Wide Web: **http://mn.jobsearch.org/**

Twin Cities employer service locations:

Minnesota Workforce Center - Anoka County
1201 89th Ave. NE, Ste. 230
Blaine, MN 55434
(612) 785-6450
(612) 785-6499 fax
(612) 785-6453 TTY

Minnesota Workforce Center - Dakota County
60 East Marie, Ste. 209
West St. Paul, MN 55118
(612) 522-5000
(612) 552-5008 fax
(612) 552-5005 TTY

Minnesota Workforce Center - Washington County
14900 61st St. N.
Stillwater, MN 55082
(612) 297-2440
(612) 430-6864 fax
(612) 439-3220 TTY

Minneapolis Job Service - North
1200 Plymouth Ave. N.
Minneapolis, MN 55411
(612) 520-3500
(612) 520-3530 fax
(612) 520-3529 TTY

Minneapolis Job Service - South
777 East Lake St.
Minneapolis, MN 55407
(612) 821-4000
(612) 821-4014 fax
(612) 721-4013 TTY

Minnetonka Job Service
6121 Baker Rd. Ste. 111
Minnetonka, MN 55345
(612) 945-3600
(612) 945-3601 fax
(612) 945-3639 TTY

North St. Paul Job Service
2098 11th Ave. E.
North St. Paul, MN 55109
(612) 779-5666
(612) 779-5646 fax
(612) 779-5223 TTY

Shakopee Job Service
1136-A Shakopee Town Square
Shakopee, MN 55379
(612) 496-4100
(612) 496-7682 fax
(612) 496-4160 TTY

St. Paul Job Service
2455 W. University Ave.
St. Paul, MN 55114
(612) 642-0363
(612) 649-5707
(612) 643-3567

ATTACHMENT 10-E
MINNESOTA NEWSLETTER ARTICLES DESCRIBING "BROWN BAG" DIALOGUE SESSIONS FOR LOCAL EMPLOYERS (1997)

Workforce Centers "do lunch" to help employers digest information

In the history of business, no one have ever asked someone else to "do lunch" and then expected the invitee to show up with their own food in a brown paper bag. After all, brown bag lunches have a boring reputation – watching paint dry might solicit more excitement.

But that's just what two Minnesota Workforce Centers/Job Service offices are asking employers to do. And the ones who are taking up the offer are glad they did.

In reaching out to employers and positioning the resources of Workforce Centers and Job Service as employer learning sites, one office in Minneapolis and one in Duluth have successfully offered brown bag lunch workshops for employers.

MINNEAPOLIS

Karen Grafe, a metro area marketer, said the Minneapolis Job Service Employer Committee (JSEC) was responsible for suggesting the idea and Grafe ran with it. She initiated the first official brown bag seminar in the South Minneapolis Workforce Center. "We have an outstanding JSEC in Minneapolis," Grafe said. "The employers provide us with timely, thoughtful feedback on what other employers in our area want and need. I wanted to find a way to bring employers into our Workforce Center because once people get here they are very impressed."

Grafe and some members of the Minneapolis JSEC meet to brainstorm topics and speakers. They are usually looking for a topic, or topics, and speakers that can fill a two-hour lunch period.

BROWN BAG LUNCH – *Although you can't see any brown bag [illegible] photo, 14 employers do enjoy a noon hour presentation by Nathan Hoier, advertising consultant for the re[illegible] marketing group at the Star Tribune newspaper. Hoier presented a seminar entitled "How to Write a Good Employment Ad." Photo by Karen Grafe*

The brown bag lunches are promoted through a number of avenues including newsletters, word of mouth and a broadcast fax list of 60 targeted employers.

Any advice for other Workforce Centers considering offering this employer service? "Our format works pretty well. My only suggestion is to be prepared to put some resources and staff time into the event because it requires a lot of planning and coordination. Having employer feedback to design the content is also critical; without it we're just guessing what our customers want," suggests Grafe.

DULUTH

Duluth area marketer Oliver Hous admits his office is imitating the brown bag concept initiated in Minneapolis, often with the same positive results. There are a few differences, however.

Hous says the event notice is mailed to 500 employers, distributed to area media and advertised on their Internet home page. Registration is mostly done by phone, although fax, e-mail or regular mail registrations are also accepted.

Hous said topics have been very basic so far, with a lot of newly hired human resources people attending. Employers are encouraged to actively participate in the presentation. And an idea exchange and networking time are reserved toward the end of each presentation.

Hous said a crucial factor for success is the length of the event. "Whether it is a lunch or breakfast, a 90 minute event allows an employee to be away for their work about two hours including travel," Hous said. "They can seldom afford much more than that amount of time."

HY BROWN BAG EVENTS?

What makes these brown bag eminars valuable? Cathryne Walz, uman resource development pecialist with MDES, says business professionals are busy and there is little time during work hours to learn or keep current on industry trends. "As a result, they are pursuing their professional development on their own time," Walz said. "When they come across learning opportunities that they perceive as aluable, especially at little or no cost, hey take advantage of them."

Such opportunities are especially aluable if they don't interfere with a ormal work day, such as during lunch. Job relevance is a key factor, ast Walz said. "If learning opportunities are offered that address current needs or problems that are timely, who can resist?"

For offices considering such seminars, Walz suggests contacting other offices that have hosted such events. Also consider partnering with chambers or other business organizations that have a common audience.

"It's a great way to leverage resources and add credibility," Walz said.

The MDES Training and Learning Resources Office is one place employees and partners can contact to start planning an event. The resource staff is available to talk through ideas, provide a checklist of things to remember when setting up a session (such as room arrangements, publicity, handouts, room set up, etc.), provide information on equipment and help find interesting speakers for topics.

Getting help is probably a good idea since the expectations of the audience will high. "Participant expectations tend to be higher because they are attending on their own time," Walz said. "They want to get practical, no-nonsense information or advice they can use immediately. The key is effective planning."

Rick Schultz, CommTeam

BROWN BAG TIPS

Trainer Cathryne Walz offers these tips for a successful event

Attend to every detail.

Make sure the topic is timely.

Provide professionally-produced resources (hand-outs, phone numbers)

Seek out content that is value-added.

Have presenters talk in "their language," not "bureaucrat-ese."

Promote the event by selling the benefits.

Make it easy to attend.

Anticipate the needs of the group and exceed their expectations.

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MINNESOTA
WORKFORCE CENTER
Duluth

WORKFORCE SOLUTIONS

Innovative Information for Employers and Job Seekers
Vol. 1 No. 2
February 10, 1997

INTERNET Growing More Valuable as Recruitment & Information Resource

Employers with Internet access may now directly access an array of employment-related services and information to include placing a job order directly on **America's Job Bank**. This allows employers to expand their search for skilled employees nationwide. While this will be an important tool for employers, direct access to a nationwide talent pool is only one of the many services that are directly accessible to employers online. For example, information on all U.S. Department of Labor programs; labor market information; Minnesota statutes; salary surveys; and links to other Web sites and programs are all readily available to employers by accessing the **DULUTH WORKFORCE CENTER HOME PAGE** at:

http://mn.jobsearch.org/duluth/index.htm

"Brown Bag" Dialogue Sessions Offer Employers Opportunity to Discuss Employment-Related Issues

The third Thursday of the month offers employers the opportunity to participate in a series of **"BROWN BAG" DIALOGUE SESSIONS** devoted to discussing contemporary employment-related issues of interest to employers. The next session, **scheduled for February 20th, will be moderated by Duluth area reemployment insurance administrator Carl Casperson, who will discuss the reemployment insurance appeals process** as well as what employers can do to improve the likelihood of a favorable determination.

On **March 20th, "Successful Job Accommodations Under the Americans With Disabilities Act"** will be the topic. The seminar will be moderated by a panel of private sector employers, a physical therapist, and a public service administrator. At all sessions, dialogue will be encouraged, and ongoing "networking" between participating employers is one expected result. Each session will run from 11:30 AM to 1:00 PM. **Participants will bring their own lunch, thoughts and ideas. Beverages will be provided.** To register, or for more information, please call 725-7751.

UNDER CONSTRUCTION: Comprehensive "ONLINE" Resource Center Soon to be Available to Employers

An **Employer Resource Center** is presently being developed within the Duluth Workforce Center that will provide interested employers with online access to Internet and a host of employment-related systems, as well as a wealth of printed material covering topics such as the "selection and hiring process; managing diversity; effective managing; and disability management;" just to name a few. Access will be available by making an appointment, and will be free of charge to employers. Look for more information to be coming soon.

Articles

- INTERNET - A Valuable Resource
- "Brown Bag" Dialogue Sessions Offered for Employers
- *COMING SOON:* Online Employer Resource Center
- Division of Rehabilitation Services is a Partner of the Duluth Workforce Center
- "For Hire" Listing of Job Seekers Now Available
- The Attorney Writes

WORKFORCE SOLUTIONS
Minnesota Department of Economic Security
320 West 2nd Street, Room 205
Duluth, MN 55802-1494
218-723-4730
Internet Address:
http://mn.jobsearch.org/duluth/index.htm

WORKFORCE SOLUTIONS is published quarterly with the goal of providing useful, concise information about employment topics for employers and job seekers.

Your suggestions and commentary are always welcome. They will improve the quality of the publication. Call 218-723-4749 or fax 218-723-4745.

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ATTACHMENT 10-F
WISCONSIN STATE GUIDANCE ON UNIFIED EMPLOYER SERVICES STRUCTURES (1995)

MODELS ITEM #5

Unified Employer Services Structures

INTENT

To aid the seamlessness of the local employment and training system for existing and prospective employers by forming a package out of the employer services available through each program and then, as a system, brokering the package to employers. The package should be easy for employers to understand and managed in a way that eliminates duplicate contact while providing as nearly as possible a single point of contact between a given employer and the system.

DESIRABLE FEATURES

- A "menu" of services, not organizations and logos, is communicated to existing and prospective employers through some combination of verbal presentation, print and/or video media.
- An inter-program team(s), or team(s) independent of the programs, carries the service package to employers and recruits job orders. The team maintains close communication with the local economic development system and plays a non- duplicative role in that system.
- One process exists to track which employers have been contacted and when. This data is used to maximize the number of local employers contacted over time, keep contact at a reasonable level, allocate hiring incentives, and get feedback from employers about their awareness of the system's services and the usefulness and quality of those services.
- Any given serviceable employer is assigned an account representative or similar staff who serves as an on-going point of contact with the system.
- Job orders are pooled and available to the participants of all programs.

RELATED STATE-LEVEL ACTIVITY

- State level activity aimed at facilitating local coordination of the employer services function has been focused on establishing low cost access to the Automated Matching System (a sub system of the Job Service Information System) for non Job Service employment and training program staff. The AMS contains all job orders listed with Job Service and provides an electronic means of matching likely applicants to them. As described in the previous sections, such access is available and, if you already have either a DH&SS or DILHR terminal, requires only a logon and training. Note also that a mainframe to mainframe connection like the one between Western Wisconsin Technical College and DILHR (described under the "Case Management" section above) makes it possible to "plug in" large networks of existing equipment, such as WWTC's, to AMS access.
  Contact: Pete Kroll, DILHR, JETS Division: (608)267-2396

- Under the JTPA Program's "6% Policy" (Governor's Coordination Standards), DILHR established financial incentives for JTPA administrative entities to enhance the coordination of employer services. From July, 1990 through June 1992, JTPA administrative entities were awarded a total of approximately $103,000 for enhancing this function under the policy.

LOOKING AHEAD

- The Job Service's "Office of the Future" initiative will have a major impact on local areas' efforts to coordinating the employer services function. Under this initiative, the Automated Matching System noted above will change substantially. In an effort to reallocate staff time from application-taking and job match-making to work search and other locally-defined counseling and assistance activities, Job Service will pilot the first office (Madison, Dane County) sometime in the autumn of 1993. The initiative's intent to put technology in the hands of job seekers and employers so they can carry out their own "matching" work (through the use of Self Service Work Stations), means that the notion of sharing job orders obtained by Job Service will, in the long run, be a moot point because all orders will be available to everyone.

  Depending on the overall level of Wagner Peyser funding over time, this could translate to Job Service districts being able to offer up more staff time to the local system's employer services efforts, and more time to the system's effort to impart to participants the knowledge they need to seek out the four of five jobs (usually higher paying ones) not listed in the Automated Matching System.

Additionally, the fact that Self Service Work Stations will be able to be located anywhere (malls, libraries, technical colleges) means that the "placement" function will be greatly decentralized for all employment and training customers.

A key question currently being worked on under the initiative is to what extent the work stations will be able to be used to house other employment and training computer programming, such as: the Wisconsin Career Information System, local job center greeting and registration, and for applicant data downloading/sharing.

- Local Labor Market analysts have been reorganized and are now part of the JETS Division's Bureau of Workforce Policy and Information. While the reorganization resulted in fewer local analysts covering the state, efforts are under way to reallocate their time in a way that should result in more information of use to employment and training customers and the underlying program planners. In the longer run, depending on the availability of these staff, Bureau policy may evolve to formalize the analyst's role in the local coordination planning process.
- The JTPA Program's financial incentives pertaining to unified employer services have ended; incentive resources have been focused on coordination of the assessment and case management functions.

UNIFIED EMPLOYER SERVICES STRUCTURES

Model Practice **Inter-Agency Employer Services Unit**

Location **Kenosha County Job Center**

Local Contact
Larry Jankowski, JOBS Program Manager
Kenosha County Job Center
8600 Sheridan Road
P.O. Box 4248
Kenosha, WI 53141-4248
(414) 697-2500

Materials Available
Kenosha County Employment and Training Coordination Team's Employer Packet that markets the services available to employers

Description

Kenosha County's Employment and Training Team is a collaborative effort of 8 partners -- the PIC, Job Service, Gateway Technical College, the Kenosha Area Development Corporation, the County DSS (JOBS), UMOS, DVR, and Goodwill Industries. The partners provide the Team's office space and funding, and oversee its operations.

The team provides employers with a single, highly visible point of contact through which it can access the E&T system's direct placement, customized training, hiring and training subsidy services. In addition, the Team coordinates all job development and placement and employer marketing activities for the partners. The Team uses AMS to pool the partners' job orders and applicants. A separate PIC application -- ACT! -- is used to track and monitor employer contacts.

The Team Coordinator is responsible for planning and implementing the Team's employer contact program, and for managing other Team members. The Coordinator also serves as the initial contact point for new employer accounts. The Incentive Broker provides expert information on hiring and training incentives such as OJT, TJTC, and Work Supplementation, and packages these incentives for specific employers. The Team also packages employer-specific as well as general customized training programs through Gateway Technical College (GTC). All team members and placement staff market the Team's services to employers, identify contacted business' workforce needs, and broker relationships between the employer and appropriate service providers. Other Team members include an Employer Outreach Specialist (PIC), Placement Specialists (Job Service and GTC), Employment Specialist (UMOS), and a Rehabilitative Counselor (DVR).

All Team members are housed at the Job Center. Day-to-day supervision of the Team Coordinator is provided by LJJ Associates in Management Services, Inc. The Team meets on a monthly basis with an inter-agency Oversight Committee, to review Team activities and performance, and to resolve specific employer concerns.

UNIFIED EMPLOYER SERVICES STRUCTURES

Model Practice	**Account Representative System**[1]
Location	**Southwestern Wisconsin Area (Grant, Green, Iowa, Lafayette and Richland Counties)**
Local Contact	Bruce Palzkill, Job Service Supervisor Iowa County Job Center 1210 N. Bequette Street, Route 2, Box 4 Dodgeville, WI 53533 (608) 935-3116
Materials Available	Southwestern Wisconsin Job Center Manual (Chapter VI), which describes the "employer relations" practices of all six (6) job centers. Basic forms used by account reps (including "Menu of Services" and "Master Job Order" forms, and "Plan of Action" worksheet).
Description	This SDA has 6 job center service locations. Each center has an inter-agency team of account representatives. These teams are comprised primarily of PIC and Job Service staff, but also include other agencies that have entered into an MOU with the job center partners. At a minimum, every employer with 10 or more workers has an account rep. These reps are responsible for (1) keeping the employer informed of the job center's current service menu, (2) developing and maintaining a mutual understanding re: center services to be provided (using a "Menu of Services" form), and (3) ensuring timely service to the employer (using the "Plan of Action" worksheet and JSIS/SYSM calendar to establish a tickler file with planned action dates). The job centers use 12 criteria to assign specific staff as account reps for specific employers. The reps use a 3-level system to rank employers for priority attention. The reps also use a 5-step process to develop individualized plans of service for each active account.

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[1] Southwestern Wisconsin's job center network is currently re-examining the system described above, to incorporate "Office of the Future" systems.

For active accounts, records of all employer contacts, service delivery, and basic employer information are maintained on AMS EMPL and TEXT records, to which all reps have access. For these accounts, the reps also maintain (in a paper file) a "Master Job Order" form that contains information on typical job openings and their requirements.

Each rep is responsible for filling job orders for their employer accounts. In this capacity, the rep acts as the agent for all job center partners. All of the partners' job-ready registrants are entered into AMS, thus forming the pool from which the reps fill their job orders.

UNIFIED EMPLOYER SERVICES STRUCTURES

Model Practice	**Linkages to Economic Development**
Location	**Racine County**
Local Contact	Virginia Rydeberg Racine County Economic Development Corporation 4701 Washington Avenue Racine, WI 53406 (414) 638-0234
Materials Available	Racine County E&T Coordination Team and Job Link Coordination Agreement Employer Services Matrix

Description

In Racine, the local E&T community connects with the county's major economic development arm – Racine County Economic Development Corporation (RCEDC) – via Job Link. Job Link is an inter-agency network of all local organizations involved in placement. Its members include PIC, Job Service, Gateway Technical College, Racine County HSD (the JOBS Administrative Agency), UW-Parkside, Probation and Parole, DVR, and several CBOs such as the local Urban League and OIC affiliates and the Spanish Center.

Prior to implementation of the Job Link Program, each CBO, each target population, and each funding source with an employment objective had ongoing efforts to contact private sector employers. From the employer perspective, the resulting barrage of placement specialists led to confusion, irritation and dissatisfaction.

To solve this problem, RCEDC developed Job Link. With funding from JOBS and JTPA, Job Link outstations a full-time staff person at the RCEDC office. This staffer operates an E&T "telephone hotline" for employers, coordinates a FAX-based job order-sharing system, and develops other plans for marketing the local E&T system's services to employers. She also staffs the bi-monthly Job Link meetings.

The hotline provides information on available services within the local E&T system, and refers callers to specific agencies in position to meet their company's needs. For example, companies interested in hiring elderly or disabled persons – or other target group members – are referred to agencies that work most closely with those client groups.

To complement the hotline, Job Link has developed an easily-understood matrix of employer incentives, training options, and employee assistance resources. This matrix is distributed by Job Link to employers.

The job order-sharing system addresses orders called in to the hotline, as well as those generated by the member agencies' individual job development activities. The Job Link staffer will FAX all job orders that she receives to the member agencies. In addition, member agencies FAX their unfilled job orders to the Job Link staffer, who in turn FAXes them to the other member agencies. (Note: A few of the smaller member agencies do not have FAX machines. In these cases, the Job Link staffer will transmit the job orders by phone.)

RCEDC operates a small business financing program and acts as a catalyst in Wisconsin's Development Zone program. They have a policy that recipients of RCEDC loans or Development Zone tax credits must at least interview JOBS and JTPA participants for job openings that occur within their companies. The Job Link staffer serves as a central point of contact for these companies' job orders, and FAXes them to the member agencies.

Job Link operates under an MOU signed by the chief executives of each of the partner agencies. The members' job development staff meet on a bi-monthly basis to share information, coordinate their employer contact activities, and address issues facing the local E&T system.

ATTACHMENT 10-G
ANOKA COUNTY, MINNESOTA'S LIST OF SERVICES TO EMPLOYERS

MINNESOTA
WORKFORCE CENTER
Anoka County

1201 89th Ave NE Suite #230
Blaine, MN 55434-3351
Telephone Rhonda Mix at 785-6487

SERVICES TO EMPLOYERS

- Access to the largest number of job seekers in the state, 250,000 last year; plus your job opening will be listed on Internet, thereby enhancing your business's exposure worldwide. Internet address - http://mn.jobsearch.org/cjs/sites/145.htm
- SkillsNet - a skills-based resume matching system to match your professional, managerial, technical & skilled administrative job openings to our database of job seekers
- Personalized assistance in filling your professional level job openings - our representatives work with you to find the right candidates for your needs
- Labor market information - including: salary, reemployment insurance, labor shortage & surplus, and a public "LMI Help Line" 282-2714
- Access to "Hiring Advisor" - a software package designed in Minnesota to answer all your employment law questions
- Keyboard skill testing of applicants; aptitude testing for specific occupations
- Job seeking skills workshops for potential employees of your business
- On-site facilities for you to interview applicants
- Job Service Employer Committee (JSEC) membership offers you an opportunity to provide direct input into our operations and services and to network with other area employers
- Shared Work Program as an alternative to full layoffs
- Pre-Layoff Services through quality outplacement services by the Dislocated Worker Program

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ATTACHMENT 10-H

WAUKESHA COUNTY (WISCONSIN) WORKFORCE DEVELOPMENT CENTER'S MENU OF SERVICES FOR EMPLOYERS

ONE-STOP
CAREER CENTERS
FutureWorks
Serving Jobseekers and Employers in Hampden County

What FutureWorks One Stop Career Center Can Offer Employers:

Core Services

FutureWorks offers a variety of no cost core services to employers:

Soliciting Job Orders. A FutureWorks Employer Account Representative can take an order for a job posting from an employer at any time during hours of operation, either by phone, or via fax.

Screening Of Applicants. Once you, the employer, have listed a job posting with our center, a choice is offered as to how you would like to receive applicants, *Employer Disclosed* or *Employer Undisclosed.* With a FutureWorks *Employer Disclosed Posting,* a job posting will include all the information about the open position, as well as how an applicant can apply directly to your company (your company's name and address, a contact person's name and phone number, etc...) Should an *Employer Undisclosed Posting* be chosen, the company's name and reply information will not appear on the posting, and applicants will submit a resume to FutureWorks. The FutureWorks Employer Account Representative that has been assigned to your company will then review the resumes received, screening out unqualified applicants, and forwarding to you only those applicants meeting your requirements.

Internet Postings. With your permission, any job posting you submit to FutureWorks will automatically be sent to the Massachusetts One Stop Career Center Job Bank on the world wide web. Your posting (Employer Disclosed or Undisclosed) will appear the same way it does in our career center.

Electronic Resume Search. FutureWorks scans our members' resumes into our database, building an electronic resume pool. FutureWorks Employer Account Representatives can perform a quick key-word search, identifying resumes for just the right candidates for an opening.

Enhanced Services

Because all employers needs are unique, FutureWorks offers several fee based services. Currently, our menu of enhanced services includes:

Specialized recruitment and screening
Reference checks
Success skills for incumbent workers
Seminars on workforce issues
Brokering of public financial incentives
Staffing (contract-type and temporary) services
In-depth testing and assessment
Assistance in I-9 compliance
Job task analysis
Customized PC applications
Downsizing activities and out-placement services
Human resources consulting

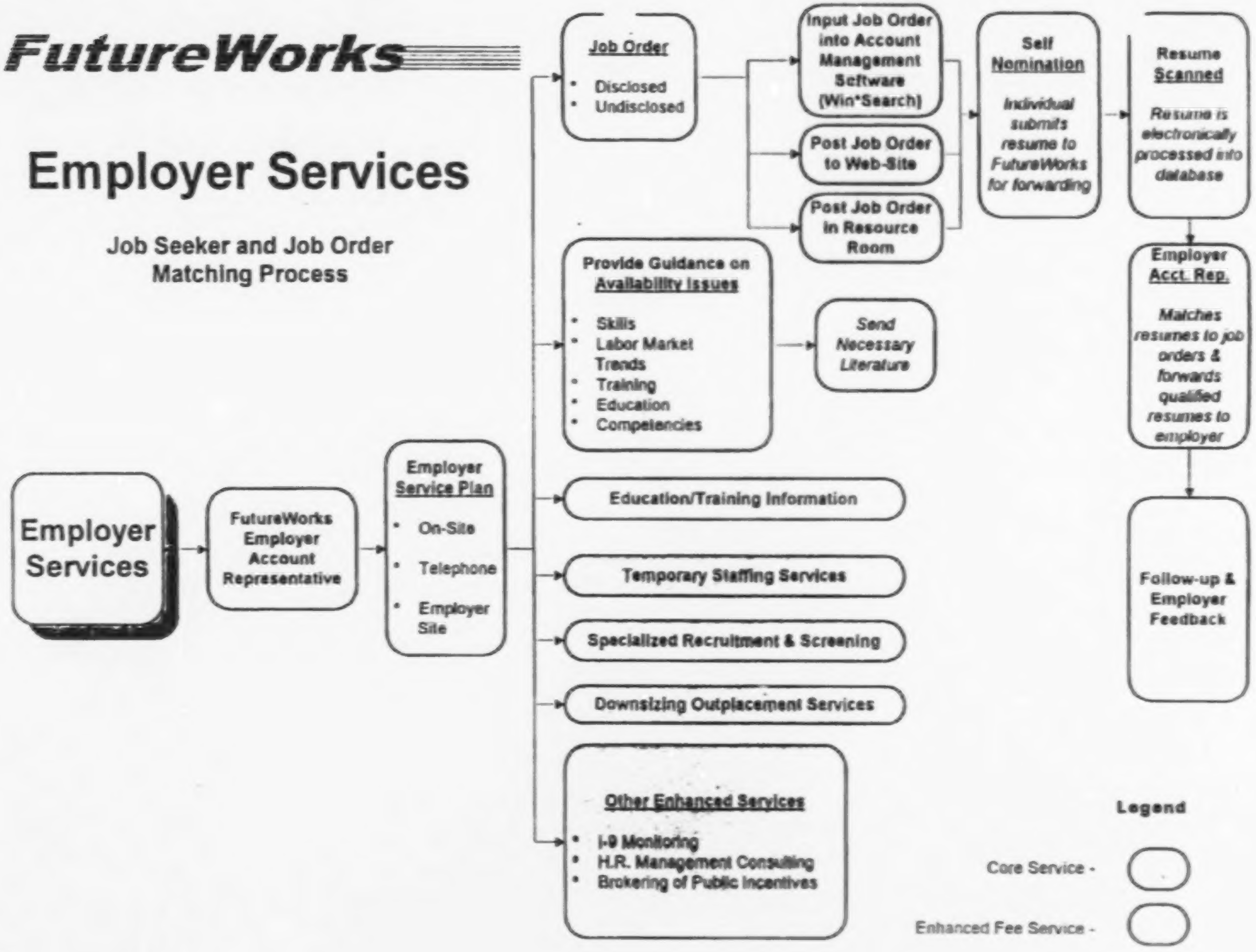
FutureWorks can help you choose from our menu of enhanced services, or work with you to develop a program tailor-made to meet your company's needs.

One Federal Street • Springfield, MA 01105 • (413) 858-2800 Fax: (413) 858-2810

FutureWorks

Employer Services

Job Seeker and Job Order Matching Process



Employer Services

FutureWorks Employer Account Representative

Employer Service Plan
- On-Site
- Telephone
- Employer Site

Job Order
- Disclosed
- Undisclosed

Input Job Order into Account Management Software (Win*Search)

Post Job Order to Web-Site

Post Job Order in Resource Room

Self Nomination

Individual submits resume to FutureWorks for forwarding

Resume Scanned

Resume is electronically processed into database

Employer Acct. Rep.

Matches resumes to job orders & forwards qualified resumes to employer

Follow-up & Employer Feedback

Provide Guidance on Availability Issues
- Skills
- Labor Market Trends
- Training
- Education
- Competencies

Send Necessary Literature

Education/Training Information

Temporary Staffing Services

Specialized Recruitment & Screening

Downsizing Outplacement Services

Other Enhanced Services
- I-9 Monitoring
- H.R. Management Consulting
- Brokering of Public Incentives

Legend

Core Service -

Enhanced Fee Service -

10-H-2

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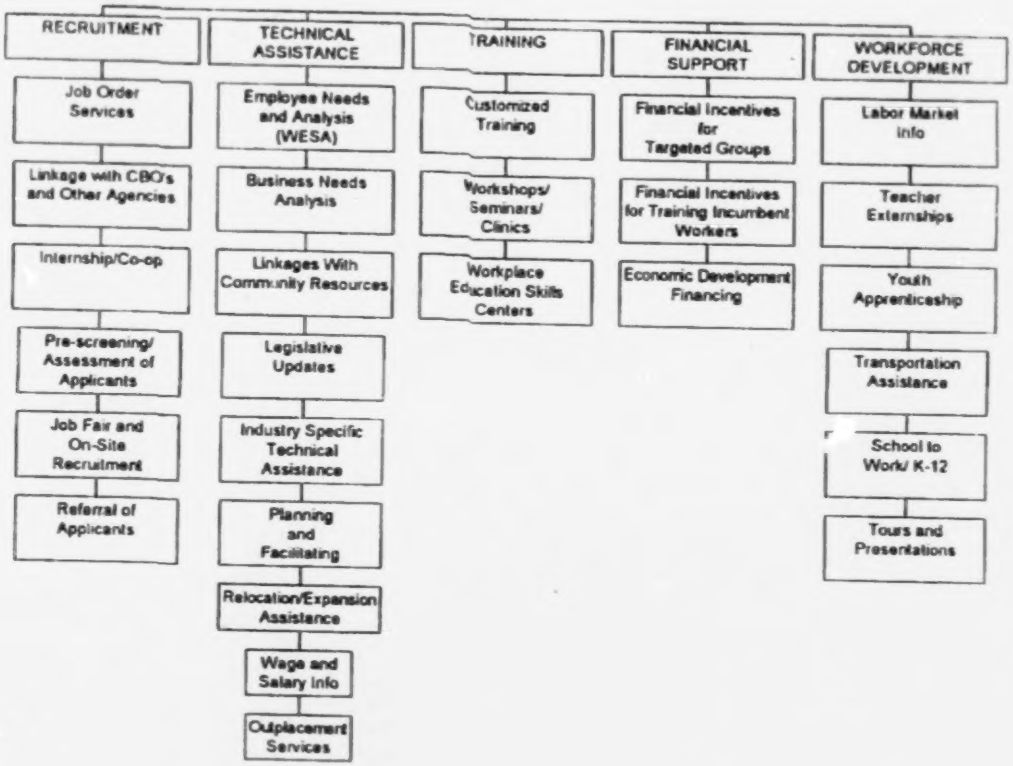
ATTACHMENT 10-I
SPRINGFIELD, MASSACHUSETTS: A LEAFLET ON WHAT FUTUREWORKS ONE-STOP CAREER CENTER CAN OFFER EMPLOYERS

EMPLOYER SERVICES


RECRUITMENT
Job Order Services
Linkage with CBO's and Other Agencies
Internship/Co-op
Pre-screening/ Assessment of Applicants
Job Fair and On-Site Recruitment
Referral of Applicants
TECHNICAL ASSISTANCE
Employee Needs and Analysis (WESA)
Business Needs Analysis
Linkages With Community Resources
Legislative Updates
Industry Specific Technical Assistance
Planning and Facilitating
Relocation/Expansion Assistance
Wage and Salary Info
Outplacement Services
TRAINING
Customized Training
Workshops/ Seminars/ Clinics
Workplace Education Skills Centers
FINANCIAL SUPPORT
Financial Incentives for Targeted Groups
Financial Incentives for Training Incumbent Workers
Economic Development Financing
WORKFORCE DEVELOPMENT
Labor Market Info
Teacher Externships
Youth Apprenticeship
Transportation Assistance
School to Work/ K-12
Tours and Presentations

WORKFORCE DEVELOPMENT CENTER

"Where People and Jobs Connect"

MAIN TELEPHONE NUMBER
(414) 695-7800

TO PLACE A JOB ORDER
Call: (414) 695-7760
Fax: (414) 695-7777

MENU OF SERVICES FOR EMPLOYERS

JOB ORDERS AND RECRUITMENT

- Local, statewide, and national exposure of job openings through JobNet computer network.
- Self referral of job seekers to job openings via JobNet.
- Access to trained graduates, and students.
- Recruitment and referral of special target populations.
- On-site interviewing capabilities.

ASSESSMENT/TESTING/REFERRAL

- Basic and technical skills assessment.
- Aptitude testing.
- Career development assistance.
- Occupational and job analysis.
- Access to a manufacturing assessment process.

TRAINING AND TECHNICAL ASSISTANCE

- Customized training to fit company needs.
- Upgrading of skills for new and existing workers.
- Youth apprenticeship, internship, and co-op programs.
- Workforce development needs analysis and recommendations.
- Assistance in developing workplace education sites.
- Technical assistance for workplace issues.
- Financial incentives to employers for on the job, and/or classroom training for new and existing workers.
- Consulting services related to employee relations, i.e., recruitment practices, personnel policies, workforce development planning, etc.

RESOURCES AND OTHER BUSINESS SERVICES

- Business retention, expansion, and relocation assistance.
- Labor market information.
- Linkages with school districts.
- Outplacement services for individuals laid off due to plant closings, downsizing, or re-organization.
- Linkages with community service organizations.
- Financing assistance.

892 Main Street • Pewaukee • Wisconsin • 53072

WORKFORCE DEVELOPMENT CENTER

"Where People and Jobs Connect"

MAIN TELEPHONE NUMBER
(414) 695-7780

TO PLACE A JOB ORDER:
Call: (414) 695-7760
Fax: (414) 695-7777

Thank you for contacting the Workforce Development Center.
We welcome the opportunity to assist you with your employment needs.

The job order form enables you to recruit employees through two services. By putting an X in the box in front of Job Service, your job order will be entered in the newly created computerized JobNet system. The job order is sent statewide and nationwide including Internet. Special screening will be done to refer qualified Veterans to your order(s).

When you check the WCTC Employment Opportunity Center, your job order will be entered into a computerized job-matching system that identifies students and graduates from specific program areas in the Wisconsin Technical College System.

For the widest range of recruitment activities we enccurage employers to use both systems.

- **PUT AN X IN THE BOX IN FRONT OF JOB SERVICE AND WCTC EMPLOYMENT OPPORTUNITY CENTER.**

Fax the job order back to either of the fax numbers listed on the form.

Your job listing(s) will remain active for 30 days. If the position (s) is filled prior to that time, please call to close the job order. **After 30 days, your order will be closed, unless you contact us prior to that time to keep the order open.**

If you have any questions, please call us.

Job Service (414) 695-7760
WCTC Employment Opportunity Center (414) 695-7811

• 892 Main Street • Pewaukee • Wisconsin • 53072

FAX or MAIL JOB ORDER

Workforce Development Center
Attn: Job Order Unit
892 Main Street
Pewaukee, WI 53072

Check one or both

☐ **Job Service:** Statewide, National/Internet
Telephone: (414) 695-7760 FAX: (414) 695-7777

☐ **Employment Opportunity Center - WCTC**
Telephone: (414) 695-7811 FAX: (414) 695-7815

SHADED AREAS FOR OFFICE USE ONLY

Employer Name | Acct. No. | SIC Code | GW

Street Address | City | ST State | ZP Zip Code | CO

Person to Contact | Area Code/Phone Number ( ) | Ext. | Fax No. | Office No.

Referral Instruction for Applicants:
☐ Apply in Person ☐ Call for Appointment Resume: ☐ Mail ☐ Fax

Job Development [illegible] | Date | Title of Job Opening

DOT Code | Category | Job Duration 1) More than 150 days ☐ 2) Less than 4 days ☐ 3) Between 4 and 150 days ☐ | Number of Openings | Number of Applicants

Permanent: ☐ Full Time ☐ Part Time
porary: ☐ Full Time ☐ Part Time
Cooperative Education Program ☐
Internship ☐

Shift: (Full Time) ☐ 1 First ☐ 2 Second ☐ 3 Third ☐ R Rotating
(Part Time) ☐ AM = Mornings ☐ PM = Afternoons
☐ EV = Evenings ☐ WE = Weekends
☐ AL = All Part Time Hrs.

Hours/Days of Week

Pay Minimum Starting or Pay Range
Per: ☐ Hour ☐ Week ☐ Month ☐ Year
_____ Minimum _____ Maximum

Location of Job | If Temporary, Ending Job Date | Education Level | Veteran

Requirements: (Qualifications required: education, experience, and/or training)

____

____

Job Summary: (Description of job, basic duties or send actual job description. Any special aptitudes, working conditions, equipment?)

____

____

____

Descriptors | Additional Referral Instructions

C ments | Group(s) | Employer ID: Y N

Is position covered by a bargaining unit? ☐ Yes ☐ No (Union ______________________)

Benefits: ☐ Health ☐ Life ☐ Dental ☐ Paid Vacation ☐ Retirement

BEST COPY AVAILABLE